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The intent is to provide a comprehensive review designed for all children, some of whom are entering the program for the first time. No new words are intorduced in the first unit, and new students have the opportunity to learn basic vocabulary. New units in the grade relate to general activities of children of this age group rather than to specific activities, (for example, "The World Around Us," "Lesson in Safety," and "Weekend Activities."). While conversation is given major emphasis during this year, (as in the first through the third years), some writing and reading play an important part in classroom procedure. Vocabulary notebooks should be kept, illustrated with drawings or pictures. Children are encouraged to make oral sentences. Available time should be utilized in speaking rather than in copying. Basic vocabularies of previous grades are included and songs are given for enrichment.

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El Paso Public Schools

El Paso, Texas

A Manual of Materials, Aids, and Techniques For the Teaching of Spanish To English-Speaking Children

Grade Four

ED001096

Published by the authority of the School Board
The El Paso Public Schools
EL PASO, TEXAS

AUGUST - 1955
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El Paso Public Schools

El Paso, Texas

A Manual of Materials, Aids, and Techniques For the Teaching of Spanish to English-speaking Children in the Fourth Grade

Published by the authority of the Board of Education
of the El Paso Public Schools

(Corrected Copy)
August, 1955

FOREWORD

The conversational Spanish program was extended into the fourth grade one year ago. This manual has been prepared by the members of the staff of the El Paso Public Schools who worked with the conversational Spanish program in the fourth grade.

We believe that this manual will be helpful to the teachers of conversational Spanish, to the home room teachers of fourth grade children, and to other people who are interested in the details of our program.

MORTIMER BROWN, Superintendent

PREFACE

The first unit in the fourth year of Spanish is a comprehensive review designed for all children, those who have had four years language study as well as those students who are just entering the program in the fourth grade. No new words are introduced in this unit, and through associations and relationships of vocabularies with pictures, the beginning student in the fourth grade has an opportunity to learn vocabularies studied by the rest of his group. Any writing done in this unit is done by the teacher who writes words on the board as he talks about the various objects and re-teaches the association of Spanish sounds to the written word.

The rest of the units presented in this manual differ from the first three grades in that isolated areas of interest are now consolidated to create interest and motivation at the fourth grade level. In their fourth year of language study, children should be able to relate all their known vocabularies to an activity that is more inclusive, not only of concepts but of language development. Unit II based on family activities includes as many aspects as possible of a child's family life. No longer are his vocabularies isolated to a situation. Rather, they treat with broader and general situations. This unit is related to Unit IX, which deals with week-end activities and to Unit VIII, which deals with daily activities based on time of day and which serve as later reviews for the earlier unit on family activities.

Units II, III, IV, and V, not only offer reviews in vocabularies based on meals, school activities, safety, and health, but they offer new vocabularies in transportation, allow for dramatizations, and provide means of testing children through True and False statements, filling the blanks with proper words, and matching questions.

Unit VI is an introduction to science in Spanish. Children in the fourth grade who have had an introduction to science in English in this grade, enjoy similar experiences in a second language. No attempt is made to develop subject matter: rather the purpose of this unit is to enrich the child's experience, to develop self-expression about the world around us, and to offer a review of expressions learned in previous years: expressions related to the weather, changes in the seasons, and the months and dates.

Unit VII is based on the house and the garden, allowing for reviews and introducing names of known flowers and children's addresses. The objective in this particular unit is for each child to learn to state his address and be able to write it.

The culminating activity in the fourth year of Spanish is an activity unit based on a trip to Mexico. Beginning with the family's planning the trip, the children "start out" by train enjoying the scenery along the way to Mexico City where they "visit" churches and public buildings, and see the sights. The purpose of this unit is not only one of acculturation, but to allow self-expression by means of dramatizations in market and cafe scenes, and thus initiate the fourth grade in its interest in the country and people whose language it is learning.

Although conversation is still the major emphasis during the fourth year of Spanish, some writing and reading play an important part of classroom procedure. The teacher of Spanish still writes most of the vocabularies on the board or calls on individual children to do so. He then associates the Spanish vowel and consonant sounds with the written word, making the children aware of the pronunciations. Children copy in their notebook these vocabularies and illustrate them with drawings or pictures. Sentences are made orally for the words written. These sentences may be written in the children's notebooks.

However, not too much time should be spent in writing; this time should be utilized in speaking rather than just copying sentences. Ample time will be allowed for writing and reading in higher grades.

Carlos Rivera, Supervisor
Spanish in the Elementary Grades

El Paso, Texas
August, 1955

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DIRECTIONS AND COMMANDS IN CLASS

During the class the Spanish teacher will make use of many commands and directions which are not indicated in the lesson units and are not included in the vocabulary lists. These are listed to assist the teacher but are not expected to be retained by the pupils.

¡Abra Ud.!	Open!
¡Baile Ud.!	Dance!
¡Cante Ud.!	Sing!
¡Coja Ud.!	Catch!
¡Corten en tiras!	Cut into strips!
¡Corten Uds.!	Cut!
¡Cuenten Uds.!	Count!
¡Dibujen Uds.!	Draw!
¡Diga Ud.!	Say!
¡Digan Uds.!	Say!
¡Entre Ud.!	Enter!
¡Escuchen Uds.!	Listen!
¡Estese quieto!	Be still!
¡Mire Ud.!	Look!
¡Párese Ud.!	Stand up!
¡Pase Ud.!	Come in!
¡Peguen Uds.!	Paste!
¡Pinten Uds.!	Color!
¡Ponga Ud.!	Set!
¡Pongan atención!	Pay attention!
¡Pongan Uds.!	Put!
¿Puede(n) Ud(s).?	Can you?
¿Qué pasa?	What is the matter?
¿Quién puede decir?	Who can say?
¡Quietos!	Be quiet!
¡Repitan Uds.!	Repeat!
¿Saben Uds.?	Do you know?
¡Sean Uds.!	Be!
¡Siéntese Ud.!	Sit down!
¡Sirva Ud.!	Serve!
¡Sírvase Ud.!	Help yourself!
¡Tenga Ud.!	Have!
¡Tome Ud.!	Drink!
¡Toque Ud.!	Knock!
¡Traigan Uds.!	Bring!
¡Vamos a cantar!	Let's count!
¡Vamos a hacer!	Let's do!
¡Vamos a pegar!	Let's paste!
¡Vamos a rezar!	Let's pray!
¡Vamos a servir!	Let's serve!
¡Vean Uds.!	See!
¡Venga Ud.!	Come here!

BASIC VOCABULARY FOR FIRST GRADE

Spanish	English
a	at
a sus órdenes	at your service
abre	he, she opens; you open
adentro	inside
al rededor	around
amarillo, -a	yellow
anaranjado, -a	orange (color)
antes de	before
el azúcar	sugar
azul(es)	blue
bien	well
blanco, -a	white
la blusa	blouse
la boca	mouth
el brazo	arm
bueno(s), -a(s)	good
el cabello	hair (girl's)
la cabeza	head
café	brown
la calabaza	pumpkin
los calcetines	socks
la cama	bed
la camisa	shirt
la cara	face
la casa	house
catorce	fourteen
cebolla	onion
la cereza	cherry
los chícharos	peas
cinco	five
cincuenta	fifty
el cinto	belt
el circo	circus
el clavel	carnation
el cócono (guajalote)	turkey
el color(es)	color(s)
color de rosa	pink
¿cómo?	how?
la comoda	chest of drawers
el conejo	rabbit
contar	count
la corbata	tie
las cortinas	curtains
el costal	bag
la crema	cream
el cuadro	picture, square
¿cuántos, -as?	how many?

Spanish	English
cuarenta	forty
cuarenta y cinco	forty-five
cuarenta y cuatro	forty-four
cuarenta y dos	forty-two
cuarenta y nueve	forty-nine
cuarenta y ocho	forty-eight
cuarenta y seis	forty-six
cuarenta y siete	forty-seven
cuarenta y tres	forty-three
cuarenta y uno	forty-one
el cuarto	room
el cuarto de baño	bathroom
cuatro	four
la cucharita	teaspoon
el cuchillo	knife
el cuello	neck (person's)
el cuerpo	body
el cumpleaños	birthday
la derecha	right
el Día de Gracias	Thanksgiving Day
el Día de la Madre	Mother's Day
día (Buenos días)	day (Good morning)
dice	he, she says; you say
los dientes	teeth
diez	ten
el Diez de Mayo	May the 10th
diez y nueve	nineteen
diez y ocho	eighteen
diez y seis	sixteen
diez y siete	seventeen
el director	principal (m)
la directora	principal (f)
doce	twelve
el domingo	Sunday
dos	two
el durazno	peach
los ejotes	green beans
el	the
el elefante	elephant
el elote	corn
en	in, on, at
en frente de	in front of
en tiras	in strips
es	he, she is; you are
la escoba	broom
la escuela	school

Spanish	English
el español	Spanish
está	he, she is; you are
estamos	we are
este, -a	this
esto	this
la estufa	stove
el excusado	commode, toilet
la falda	skirt
¡Feliz Año Nuevo!	Happy New Year!
¡Feliz Cumpleaños!	Happy Birthday!
¡Feliz Navidad!	Merry Christmas!
la flor	flower
el gato	cat
grande	large
gris	gray
El gusto es mío.	The pleasure is mine.
hace aire	it is windy
hace calor	it is warm
hace frío	it is cold
hace polvo	it is dusty
hace sol	it is sunny
hasta mañana	until tomorrow
hay	there is, are
la hermana	sister
el hermano	brother
la hoja	leaf
hoy	today
el invierno	winter
la izquierda	left
Jorge Washingtón	George Washington
el juéves	Thursday
el juguete	toy
la	the
el lápiz	pencil
largo, -a	long
la lechuga	lettuce
el librito	booklet
el lunes	Monday
la mamá	mother
la mano	hand
el mantel	tablecloth
la manzana	apple
el martes	Tuesday
me llamo	my name is
las medias	stockings
la mesa	table
la mesita	small table

Spanish	English
el miércoles	Wednesday
morado, -a	purple
Muchas gracias	Thank you very much (many thanks).
los muebles	furniture
muy	very
la naranja	orange (fruit)
la nariz	nose
negro, -a	black
el nene	baby
el Niño Dios	Baby Jesus
los niños	children
la Noche Libre	Halloween
el nombre	name
nueve	nine
el número	number
o	or
ocho	eight
la oficina	office
la olla de barro	clay pot
once	eleven
la oreja	ear
el otoño	autumn
los pantalones	trousers
el pañuelo	handkerchief
el papá	father
la papa	potato
el papel	paper
la parada	parade
la Pascua Florida	Easter
el pato	duck
pegar	paste
pego	I paste
pelo	hair (boy's)
la pera	pear
el perro	dog
la pierna	leg
la pimienta	pepper
la piña	pineapple
el plátano	banana
el platito	saucer
el plato	plate
el pollito	chick
pone	he, she sets; you set
la primavera	spring
el profesor	teacher (m)
la profesora	teacher (f)
pronto	soon
la puerta	door

Spanish	English
¿qué?	what?
¿quién?	who?
quince	fifteen
el radio	radio
el reloj	clock
la rodilla	knee
rojo, -a	red
la ropa	clothes
el sábado	Saturday
el saco	coat
la sal	salt
la sala de clase	classroom
San Nicolás	St. Nicholas
se llama	his, her, your name is
se sienta	he, she sits down; you sit down
seis	six
el señor (Sr.)	Mr.
la señora (Sra.)	Mrs.
la señorita (Sta.)	Miss
la servilleta	napkin
siete	seven
la silla	chair
el sillón	armchair
el sitio	place
el sofá	sofa
el sombrero	hat
son	they are
soy	I am
su, sus	your
también	also, too
la tarjeta	card
la taza	cup
Te quiero mucho.	I love you.
el teléfono	telephone
la televisión	television
el televisor	television set
el tenedor	fork
tengo	I have
Tengo gusto en conocerlo, -la.	I am glad to know you.
tiene	he, she has; you have
tienen	they have
las tijeras	scissors
el tocadiscos	record player
Toco la puerta.	I knock at the door.
toman	they take, drink
el tomate	tomato
la toronja	grapefruit
el traje	suit
trece	thirteen

Spanish	English
treinta y cinco	thirty-five
treinta y cuatro	thirty-four
treinta y dos	thirty-two
treinta y nueve	thirty-nine
treinta y ocho	thirty-eight
treinta y seis	thirty-six
treinta y siete	thirty-seven
treinta y tres	thirty-three
treinta y uno	thirty-one
tres	three
un, uno, una	a, an
uno	one
usted (Ud.)	you (sing.)
ustedes (Uds.)	you (pl.)
las uvas	grapes
va	he, she goes; you go
las vacaciones	vacation
vamos a	let's
vamos a hacer	let's make
el vaso	glass
veinte	twenty
veinte y cinco	twenty-five
veinte y cuatro	twenty-four
veinte y dos	twenty-two
veinte y nueve	twenty-nine
veinte y ocho	twenty-eight
veinte y seis	twenty-six
veinte y siete	twenty-seven
veinte y tres	twenty-three
veinte y uno	twenty-one
la ventana	window
el verano	summer
verde	green
el vestido	dress
el viernes	Friday
y	and
yo	I
la zanahoria	carrot
el zapato	shoe

BASIC VOCABULARY FOR SECOND GRADE

Spanish	English
acostarse	to go to bed
adentro	inside
el aeroplano	airplane
al rededor	around
la alfombra	rug
el almuerzo	breakfast
la bomba	fire engine
la azucarera	sugar bowl
azul marino	navy blue
la bicicleta	bicycle
el bote	boat
el café	coffee
la calabaza	pumpkin
el caldo	soup
caliente	warm, hot
la calle	street
el camión	truck
las canicas	marbles
la carne	meat
el carrito	little cart
la cena	lunch, dinner
el cepillo para los dientes	toothbrush
el cereal	cereal
el chocolate	chocolate
chulo, -a	cute
cien	one hundred
cincuenta	fifty
claro, -a	light (color)
la clase	kind
el clavel	carnation
el cochecito	doll buggy
la cocina	kitchen
el cócono (guajalote)	turkey
color de rosa	pink
el comedor	dining room
el conejo	rabbit
el costal	bag
la crema	cream
la cremera	cream pitcher
la cresta	comb (animal's)
el cumpleaños	birthday
después de	after
el Día de Gracias	Thanksgiving Day
el Día de la Madre	Mother's Day
le Diez de Mayo	May the 10th
dormimos	we sleep
duermen	they sleep
duermo	I sleep

Spanish	English
en tiras	in strips
la ensalada	salad
la escoba	broom
el fantasma	ghost
¡Feliz Año Nuevo!	Happy New Year!
¡Feliz Cumpleaños!	Happy Birthday!
¡Feliz Navidad!	Merry Christmas!
frito, -a	fried
la fútbol	football
las galletas	crackers
la gallina	chicken
el globo	balloon
hace	he, she makes; you make
la hoja	leaf
hoy	today
el jabón	soap
la jalea	jam, jelly
el jamón	ham
el jardín	garden
Jorge Washingtón	George Washington
juega	he, she plays; you play
juegan	they play
el jugo	juice
el juguete	toy
la lámpara	lamp
largo, -a	long
el lavado	washbowl
le gusta	he, she likes; you like
la leche	milk
el librito	booklet
limpio, -a	clean
el maestro	teacher (m)
la maestra	teacher (f)
el maíz	corn
la mañana	morning
la mantequilla	butter
más	more
el (la) mayor	older, oldest
me gusta	I like
me lavo	I wash myself
me peino	I comb my hair
me pongo	I put on

Spanish	English
el mediodía	noon
el (la) menor	younger, youngest
la mesita de noche	night table
la muñeca	doll
la nieve	ice cream
el Niño Dios	Baby Jesus
la noche	night
la Noche Libre	Halloween
nos acostamos	we go to bed
noventa	ninety
obscuro, -a	dark (color)
ochenta	eighty
la olla de barro	clay pot
el osito	Teddy bear
el pan tostado	toast
el papalote	kite
para mí	for me
pasa	he, she enters; you enter
la Pascua Florida	Easter
la pasta	toothpaste
el pastel	cake
las patas	feet (animal's)
el patín	skate
el pato	duck
pegar	to paste
pego	I paste
la pelota	ball
el pico	bill
el pimentero	pepper shaker
las plumas	feathers
el pollito	chick
ponen	they put
pronto	soon
la recámara	bedroom
el refrigerador	refrigerator
rosa	pink
saca	he, she takes out; you take out
la sala	living room
el salero	salt shaker
San Nicolás	St. Nicholas
la sartén	frying pan
se acuestan	they go to bed
se baña	he, she bathes; you bathe

Spanish	English
se lava	he washes himself; she washes herself; you wash yourself
se levantan	they get up
se peina	he combs his hair; she combs her hair
se pone	he, she puts on; you put on
se seca	he dries himself; she dries herself; you dry yourself
se visten	they dress themselves
seco	I dry
sesenta	sixty
setenta	seventy
sirve	he, she serves; you serve
el sumidero	sink
el tambor	drum
la tarjeta	card
te quiero mucho	I love you
temprano	early
la tienda	store
la tina	tub
la toalla	towel
el tocino	bacon
todo, -a	all
todos, as	every
toma	he, she drinks; you drink
tomo	I drink
trabaja	he, she works; you work
los trastos	dishes
el tren	train
el trompo	top
usa	he, she wears; you wear
usan	they wear
uso	I wear
la vainilla	vanilla
vamos a hacer	let's make
viene	he, she comes; you come
vive	he, she lives; you live
vivimos	we live
vivo	I live

BASIC VOCABULARY FOR THIRD GRADE

Spanish	English
a veces	sometimes
los abarrotes	groceries
el abrigo	woman's coat
la abuelita	grandmother
el abuelito	grandfather
las aceitunas	olives
adentro	inside
el adorno	ornament
al rededor	around
la alfalfa	alfalfa
¡Alto!	Stop!
el amigo	friend
anda	he, she walks; you walk
apagan	they put out
el árbol de Navidad	Christmas tree
la avena	oatmeal
ayuda	he, she helps; you help
el becerrito	calf
el béisbol	baseball
el betabel	beet
la bomba de agua	water pump
el bombero	fireman
la borrega	sheep
las botas	boots
la botella	bottle
la bruja	witch
el buzón	mailbox
el caballo	horse
la cabra	goat
la cachucha	cap
la caja	box
la calabacita	squash
la calabaza	pumpkin
el caldillo	stew
la camiceta	undershirt
el camión	truck
canta	he, she sings; you sing
la carne asada	roast
la carne de puerco	pork
la carne de res	beef
la carta	letter
el cartero	postman
el casco	helmet
ceno	I eat dinner
el centavo	penny
las chuletas	chops
la ciruela	plum

Spanish	English
la ciudad	city
el clavel	carnation
el cliente	customer
el cócono (guajalote)	turkey
el codo	elbow
la coliflor	cauliflower
color de rosa	pink
la comida	meal, lunch
compramos	we buy
comprar	to buy
con cuidado	carefully
el conejo	rabbit
corren	they run
los cortos	shorts
el costal	bag
la cresta	comb (animal's)
cruzar	to cross
¿cuánto cuesta?	how much is it?
la cuerda	string
cuesta(n)	it costs (they cost)
cuida	he, she watches; you watch
el cumpleaños	birthday
dan	they give
el dependiente	clerk
desearía	I'd like
detiene	he, she stops; you stop
el Día de Gracias	Thanksgiving Day
el Día de la Madre	Mother's Day
el Diez de Mayo	May the 10th
el dinero	money
las doce y media	12:30
la docena	dozen
el dólar	dollar
dulce	sweet
echo	I mail
entrega	he, she delivers; you deliver
entregar	to deliver
es todo	that's all
la escalera	ladder
la escoba	broom
la esposa	wife
el esposo	husband
la esquina	corner
esta cenando	he, she is eating supper; you are eating supper

Spanish	**English**
está comiendo	he, she is eating; you are eating
está jugando	he, she is playing; you are playing
la estación	fire station
la estampilla	stamp
están almorzando	they are having breakfast
el fantasma	ghost
¡Feliz Año Nuevo!	Happy New Year!
¡Feliz Cumpleaños!	Happy Birthday!
¡Feliz Navidad!	Merry Christmas!
el fondo	slip
los fósforos	matches
el frasco	jar
la fresa	strawberry
el gallo	rooster
los guantes	gloves
las habas	lima beans
el hielo	ice
el hijo	son
la hoja	leaf
el hombre	man
hoy	today
el incendio	fire
Jorge Washingtón	George Washington
juego	I play
el juguete	toy
el lago	lake
la lana	wool
largo, -a	long
la lata	can
la libra	pound
el librito	booklet
el macarrón	macaroni
el maíz	corn
la mancha	spots
mandar	to send
la manguera	hose
la mantequilla de cacahuate	peanut butter
el marrano	pig
las medias	stockings
el melón	cantaloupe
menos	except
la moneda	coin
la mostaza	mustard

Spanish	**English**
muerde	bites
la muñeca	doll
la muñeca	wrist
el nabo	turnip
nadan	they swim
nadar	to swim
el Niño Dios	Baby Jesus
la Noche Libre	Halloween
el osito	Teddy bear
¿Otra cosita?	Anything else?
el palo	bat
el paquete	package
el parque	park
la Pascua Florida	Easter
las patas	feet
el patio de la escuela	schoolyard
el pato	duck
el periódico	newspaper
el pescado	fish
pían	they peep
el pico	bill
la pieza	price
el pito	whistle
las plumas	feathers
el policía	policeman
el pollito	chick
ponen	they lay
por avión	by airmail
el portal	porch
el postre	dessert
el potrillo	colt
precaución	caution
pronto	soon
el puré de papas	mashed potatoes
¿Qué desea?	What do you wish?
¿Qué quiere decir?	What does it mean?
el queso	cheese
qui-qui-ri-qui	cock-a-doodle-doo
los rabanitos	radishes
la rebanada	slice
el repollo	cabbage
el resbaladero	slide
la revista	magazine
el ruido	noise

Spanish	English
la salsa	sauce
San Nicolás	St. Nicholas
la sandía	watermelon
se detienen	they stop
se visten	they dress themselves
el semáforo	traffic light
¡Siga!	Go!
siguen	they continue
silba	he, she whistles; you whistle
la sirena	siren
el sobre	envelope
solamente	only
el sobretodo	overcoat
la sopa	thick soup
la sopa de arroz	Spanish rice
el tambor	drum
la tarjeta	card
Te quiero mucho.	I love you.
el té	tea
tercero, -a	third
la tía	aunt
el tío	uncle
trae	he, she brings; you bring
el tránsito	traffic
el uniforme	uniform
la vaca	cow
la valija	mailbag
el villancico	carol
la yegua	mare

BASIC VOCABULARY FOR FOURTH GRADE

Spanish	English
la abeja	bee
abre	he, she opens; you open
abril	April
la acera (banqueta)	sidewalk
agosto	August
agradable	nice
el águila	eagle
al lado de	to the side of
las amapolas	poppies
el auxiliar de la patrulla	patrol boy
baja	he, she goes down; you go down
la banda	band
el bote de la basura	garbage can
brilla	it shines
el café	restaurant
el camello	camel
el camino	way
el camión	bus
el campo	field
cantan	they sing
la Capital de México	Mexico City
la carabela	sailboat
la catedral	cathedral
la cebra	zebra
celebra	he, she celebrates; you celebrate
el cielo	sky
cien(to)	one hundred
el clima	climate
colorado, -a	red
como	I eat
conmigo	with me
el coro	chorus
corre	he, she runs; you run
corto, -a	short
las cosas	things
Cristobal Colón	Christopher Columbus
cruzan	they cross
el cuatro de julio	Fourth of July
curioso, -a	funny
la chimenea	chimney

Spanish	English
da	he, she gives; you give
da un paseo	he, she takes a walk
de día	daytime
de noche	at night
debajo de	under
desde	from
desea	wishes
detrás	behind
el día de fiesta	holiday
el Día de la Independencia	Independence Day
diciembre	December
diferente	different
el Doce de Octubre	October 12th
el edificio	building
en medio	middle
enero	January
enseña	he, she shows; you show
escribe	he, she writes; you write
España	Spain
las espuelas	larkspurs
está nublado	it is cloudy
está parado	he, she is standing up; you are standing up
está vestido, -a	he, she is dressed; you are dressed
la estación	season
los Estados Unidos	United States
las estrellas	stars
extraño, -a	strange
febrero	February
la fiesta de cumpleaños	birthday party
el fin de semana	weekend
el garaje	garage
la gente	people
gritan	they scream
el guacamole	avocado salad

Spanish	English
hacen	they do
hermoso, -a	beautiful
la hora	hour
el hotel	hotel
los huaraches	sandals
la iglesia	church
el inglés	English
julio	July
junio	June
el ladrillo	brick
las siete y media	7:30
el libre	taxi
ligero, -a	fast
limpia	he, she cleans; you clean
la luna	moon
llega	he, she arrives; you arrive
llueva	it rains
la lluvia	rain
el mango	mango
marca	he, she marks; you mark
la mariposa	butterfly
marzo	March
mayo	May
me acuesto	I go to bed
me levanto	I get up
media	half
la medianoche	midnight
menos	less
el menú	menu
el mercado	marketplace
el mesero	waiter
mexicano	Mexican
México	Mexico
la miel	honey
mil	thousand
el minuto	minute
mira	he, she looks; you look
miro	I look at (watch)
moderno, -a	modern
monta	he, she gets on; you get on
el monumento	monument
la mosca	fly
el mundo	world
la música	music

Spanish	English
ni	nor
el nido	nest
nieva	it snows
el nopal	cactus
nos	(to) us
noviembre	November
la nube	cloud
el número	number
octubre	October
oyen	they hear
el pájaro	bird
la papaya	papaya
para abajo	down
para arriba	up
para atrás	backwards
el patio	patio (terrace)
el payaso	clown
la persona	person
el pescuezo	neck
el peso	Mexican peso
la piedra	stone
el piso	floor
el pito	whistle
el platillo	dish
la plaza	square
por dentro	inside
por fuera	outside
por tren	by train
las prendas de vestir	articles of clothing
prepara	he, she prepares; you prepare
principal	main
el programa	program
el puesto	stall
quieren	they want
la rana	frog
el rebozo	shawl
recibe	he, she receives; you receive
el recreo	recess
redondo, -a	round
la reunión	meeting
el río	river
sabe	he, she knows; you know
saben	they know
sale	he, she goes out; you go out

Spanish	English
salen	they go out
salgo	I go out
el sarape	sarape
se acuesta	he, she goes to bed; you go to bed
se caen	they fall
se levanta	he, she gets up; you get up
se queda	he, she stays home; you stay home
sean buenos	be good
seco, -a	dry
sentado, -a	seated
septiembre	September
simpático, -a	nice
¡Sírvame!	Serve me!
el sitio	place
sobre	on
la soda	soda pop
el sol	sun
el sombrero de paja	straw hat
sube	he, she climbs; you climb
suena	it whistles
el techo	roof
tengan cuidado	be careful
tengo gusto en conocerlo, -la	I am glad to know you.
la tierra	earth
toca	he, she plays; you play
toco la puerta	I knock at the door
el trabajo	work
¡Traduzca!	Translate!
trae	he, she brings; you bring
el tranvía	streetcar
el transporte	transportation
van juntos	they go together
la velita	small candle
el veliz	suitcase
ven	they see
el vendedor	seller
vengo	I come
viaja	he, she travels; you travel
el viaje	trip
viajo	I travel
viene	he, she comes; you come
vienen	they come

Spanish

Spanish	English
la violeta	violet
visita	he, she visits; you visit
visito	I visit
vivimos	we live
el volcán	volcano
vuela	it flies
vuelan	they fly
vuelven	they return
el zacate	grass
el zócalo	main square (plaza)
la zinia	zinnia

UNIT I

RELATIONSHIP, ASSOCIATION, AND CLASSIFICATION OF OBJECTS, AND SPANISH PREPOSITIONS

New Words

las amapolas	poppies
baja	goes down
diferente	different
las espuelas	larkspurs
está parado, -a	it is standing up
las estrellas	stars
la luna	moon
la mariposa	butterfly
mira	he, she looks; you look
monta	he, she gets on; you get on
el pájaro	bird
para abajo	down
para arriba	up
para atrás	backwards
las prendas de vestir	articles of clothing
salen	they go out
sobre	on
el sol	sun
sube	he, she climbs; you climb
van juntos	they go together
ven	they see
vuela	it flies
el zacate	grass

UNIT I

RELATIONSHIP, ASSOCIATION, AND CLASSIFICATION OF OBJECTS, AND SPANISH PREPOSITIONS

The exercises in this unit afford greater discriminating abilities on new expressions presented by means of pictures. These exercises further provide growth in vocabulary essential for the beginning student. By relating known objects and associating their functions, by classifying the objects into family groups, greater conception of meaning is achieved and greater capacity of retention is possible through association. In this unit the teacher's creative ability and imagination should play a great part in presenting many and varied collections of pictures for the children to relate, associate, and classify. By presenting pictures of objects related to the home, the family, the different rooms in the house and the furniture, toys and pets, articles of clothing, and farm animals--mixed together in such a way that the children can relate them yet be able to segregate the unrelated object--the teacher challenges the students in an activity which provides both auditory and visual concepts to the oral word.

A. Relationship. This exercise provides language growth as well as practical experience to the child learning Spanish.

1. Flash a card with objects pertaining to the outside of the house, such as a tree, flowers, a lawn, a front porch, and with a sofa.

Niños, ¿qué ven aquí? Vemos un árbol, flores, zacate, un portal, y un sofá.	Children, what do you see here? We see a tree, flowers, grass, a porch, and a sofa.
¿Cuáles van juntos? El árbol, las flores, el zacate, y el portal van juntos.	Which go together? The tree, the flowers, the grass, and the porch go together.
¿Por qué van juntos? Van juntos porque están afuera de la casa.	Why do they go together? They go together because they are outside the house.
¿Cuál no está afuera? El sofá no está afuera.	Which is not outside? The sofa is not outside.
¿Por qué no? El sofá está en la sala.	Why not? The sofa is in the living room.

2. Flash a card with objects pertaining to the living room with one object not pertaining to the group, such as a clock, a lamp, an armchair, and a tree.

Niños, ¿qué ven aquí? Vemos un reloj, una lámpara, un sillón, y un árbol.	Children, what do you see here? We see a clock, a lamp, an armchair, and a tree.

¿Cuáles van juntos?	Which go together?
El reloj, la lámpara, y el sillón van juntos.	The clock, the lamp, and the armchair go together.
¿Por qué van juntos?	Why do they go together?
Van juntos porque están en la casa.	They go together because they are in the house.
¿Cuál no está en la casa?	Which one is not in the house?
El árbol no está en la casa.	The tree is not in the house.

3. Flash a card with pictures of toys and with one object not pertaining to this group, such as a ball, a rifle, a doll, and the sun.

Niños, ¿qué ven aquí?	Children, what do you see here?
Vemos una pelota, un rifle, una muñeca, y el sol.	We see a ball, a rifle, a doll, and the sun.
¿Cuáles van juntos?	Which go together?
La pelota, el rifle, y la muñeca van juntos.	The ball, the rifle, and the doll go together.
¿Por qué van juntos?	Why do they go together?
Van juntos porque son juguetes.	They go together because they are toys.
¿Cuál no es juguete?	Which one is not a toy?
El sol no es juguete.	The sun is not a toy.

4. Flash a card with pictures pertaining to wearing apparel, such as shoes, a necktie, and a shirt, and also a man.

Niños, ¿qué ven aquí?	Children, what do you see here?
Vemos unos zapatos, una corbata, una camisa, y un hombre (señor).	We see shoes, a necktie, a shirt, and a man.
¿Cuáles van juntos?	Which go together?
Los zapatos, la corbata, y la camisa van juntos.	The shoes, the necktie, and the shirt go together.
¿Por qué van juntos?	Why do they go together?
Porque son prendas de vestir.	Because they are articles of clothing.
¿Cuál no es prenda de vestir?	Which one is not an article of clothing?
El hombre no es prenda de vestir.	The man is not an article of clothing.
Pero el hombre se pone las prendas de vestir, ¿verdad?	But the man puts on the articles of clothing, doesn't he?

B. Association. Language is developed in the exercise of association. The child must bear in mind the object about which the question is asked and still remember the Spanish word for the object he is to associate with it. Again, the teacher must provide adequate exercises based on the child's vocabulary and make provision for new vocabulary to be introduced.

1. Flash pictures of objects associated with each other, such as an addressed envelope, a fireman, a cup, a bottle of milk, a milkman, a postman, a fire engine, and a set table.

Niños, ¿qué vemos aquí?	Children, what do we see here?
Vemos un sobre, un bombero, una taza, una botella (un frasco) de leche, un lechero, un cartero, una bomba y una mesa puesta.	We see an envelope, a fireman, a cup, a bottle of milk, a milkman, a postman, a fire engine, and a set table.

Repeat each name as the picture of the object is flashed:

¿Qué es éste?	What is this?
Este es un sobre.	This is an envelope.

When recognition of the individual objects is certain, associate objects by asking the question and flashing pictures until association is made:

¿Con quién va el sobre?	With whom does the envelope go?
¿Va con el bombero?	Does it go with the fireman?
No, señor, no va con el bombero.	No, Sir, it does not go with the fireman.
¿Va con el lechero?	Does it go with the milkman?
No, señor, no va con el lechero.	No, Sir, it does not go with the milkman.
¿Va con el cartero?	Does it go with the postman?
Sí, señor, va con el cartero.	Yes, Sir, it goes with the postman.
¿Con quién va la botella de leche?	With whom does the bottle of milk go?
¿Va con el bombero?	Does it go with the fireman?
No, señor, no va con el bombero.	No, Sir, it does not go with the fireman.
¿Va con el lechero?	Does it go with the milkman?
Sí, señor, la botella de leche va con el lechero.	Yes, Sir, the bottle of milk goes with the milkman.
¿Con qué va la taza?	With what does the cup go?
¿Va con la bomba?	Does it go with the fire engine?
No, señor, no va con la bomba.	No, Sir, it does not go with the fire engine.
¿Va con la mesa puesta?	Does it go with the set table?
Sí, señor, va con la mesa puesta.	Yes, Sir, it goes with the set table.

2. Flash pictures of farm animals and zoo animals in series of four to a group. Ask questions to bring out their association.

Niños, ¿qué vemos aquí?	Children, what do we see here?
Vemos un elefante, un perro, un marrano, y una vaca.	We see an elephant, a dog, a pig, and a cow.
¿Cuál animal vemos en el circo?	Which animal do we see in the circus?
Vemos el elefante en el circo.	We see the elephant in the circus.
¿Cuáles vemos en el rancho?	Which do we see on the farm?
Vemos el perro, el marrano, y la vaca en el rancho.	We see the dog, the pig, and the cow on the farm.
¿Cuál vemos en la casa?	Which do we see in the house?
Vemos el perro en la casa.	We see the dog in the house.

C. Classification. Flash a picture of a boy and one of a girl. Now follow with pictures of all kinds of toys known to the children but belonging to both boys and girls. The object is to classify toys belonging to boys and toys belonging to girls.

1.

¿Quién es éste?	Who is this?
Es un niño.	It is a boy.
Y aquí, ¿quién es?	And this one, who is she?
Es una niña.	It is a girl.
¿Cómo se llama el niño?	What is the boy's name?
El niño se llama Pepe.	The boy's name is Joe.
¿Cómo se llama la niña?	What is the girl's name?
La niña se llama María.	The girl's name is Mary.
¿Qué son éstos?	What are these?
Son juguetes.	They are toys.
¿Con cuáles juguetes juega Pepe?	With which toys does Joe play?
¿Con la muñeca, el tambor, los trastos, la fútbol, el trompo, la casita?	With the doll, the drum, the dishes, the football, the top, the little house?

2. Flash toys pertaining to the boy and say:

Pepe juega con el tambor, la fútbol, y el trompo.	Joe plays with the drum, the football, and the top.
¿Con cuáles juguetes juega María?	With which toys does Mary play?
¿Con el carrito, la apagadora, la muñeca, la pelota de béisbol, los trastos?	With the wagon, the fire engine, the doll, the baseball, the dishes?

Flash the toys pertaining to girls and say:

María juega con la muñeca y los trastos.	Mary plays with the doll and the dishes.

3. Flash pictures of objects in the same class with one object not in that class. The purpose is for the children to discover the one object that is not of that class.

   a. Flash a picture of five flowers and a tree.

Niños, ¿qué vemos aquí?	Children, what do we see here?
Vemos flores y un árbol.	We see flowers and a tree.
Vemos rosas, espuelas, y amapolas.	We see roses, larkspurs, and poppies.
¿Cuál es diferente?	Which is different?
El árbol es diferente porque no es flor.	The tree is different because it is not a flower.

   b. Flash a picture with articles of clothing and a doll carriage.

Niños, ¿qué vemos aquí?	Children, what do we see here?
Vemos prendas de vestir y un cochecito. Vemos vestidos, pantalones, zapatos, y camisas.	We see articles of clothing and a little carriage. We see dresses, trousers, shoes, and shirts.
¿Cuál es diferente?	Which is different?
El cochecito es diferente porque no es prenda de vestir.	The little carriage is different because it is not an article of clothing.

   c. Flash a picture with objects belonging to a boy, such as a bat, a top, a cap, a coat, and boys' shoes, and also a doll carriage.

Niños, ¿qué vemos aquí?	Children, what do we see here?
Vemos un palo, un trompo, una cachucha, zapatos para niños, y un cochecito.	We see a bat, a top, a cap, boys' shoes, and a little carriage.
¿Cuál es diferente?	Which is different?
El cochecito es diferente porque no es para un niño.	The little carriage is different because it is not for a boy.

   d. Flash a picture with fruits and one vegetable.

Niños, ¿qué vemos aquí?	Children, what do we see here?
Vemos zanahorias, manzanas, peras, plátanos, y naranjas.	We see carrots, apples, pears, bananas, and oranges.
¿Cuáles son diferentes?	Which are different?
Las zanahorias son diferentes, porque no son frutas.	The carrots are different because they are not fruit.

   e. Flash a picture with vegetables and one fruit.

Niños, ¿qué vemos aquí?	Children, what do we see here?
Vemos tomates, papas, elote, lechuga, y uvas.	We see tomatoes, potatoes, corn, lettuce, and grapes.

¿Cuáles son diferentes?	Which are different?
Las uvas son diferentes porque no son verduras.	The grapes are different because they are not vegetables.

f. Flash a picture with animals, including a butterfly.

Niños, ¿qué vemos aquí?	Children, what do we see here?
Aquí vemos un elefante, una vaca, un perro, un caballo, una mariposa, y un gato.	Here we see an elephant, a cow, a dog, a horse, a butterfly, and a cat.
¿Cuál es diferente?	Which is different?
La mariposa es diferente porque vuela.	The butterfly is different because it flies.

g. Flash a picture of fowl and include a mouse.

Niños, ¿qué vemos aquí?	Children, what do we see here?
Aquí vemos un cócono, un pájaro, un ratón, un pollito, un pato, y una gallina.	Here we see a turkey, a bird, a mouse, a chicken, a duck, and a hen.
¿Cuál es diferente?	Which is different?
El ratón es diferente porque no es pájaro.	The mouse is different because it is not a bird.

h. Flash a picture of furniture and include a truck.

Niños, ¿qué vemos aquí?	Children, what do we see here?
Aquí vemos una mesa, una silla, un tocador, una estufa, un sillón, y un camión.	Here we see a table, a chair, a dresser, a stove, an armchair, and a truck.
¿Cuál es diferente?	Which is different?
El camión es diferente porque no es mueble.	The truck is different because it is not a piece of furniture.

i. Flash a card with pictures of four dogs (cats), three standing and one sitting.

¿Cuántos perros (gatos) hay aquí?	How many dogs (cats) are here?
Aquí hay cuatro perros (gatos).	Here are four dogs (cats).
¿De qué color son los perros (gatos)?	What color are the dogs (cats)?
Un perro (gato) es blanco, dos son café, y uno es negro.	One dog (cat) is white, two are brown, and one is black.
¿Están parados o sentados los perros (gatos)?	Are the dogs (cats) standing or sitting?
Tres están parados y uno está sentado.	Three are standing and one is sitting.
¿Cuál está sentado?	Which one is sitting?
El perro (gato) blanco está sentado.	The white dog (cat) is sitting.

j. Flash a card with pictures of four glasses: three small and one large.

¿Cuántos vasos hay aquí?	How many glasses are here?
Aquí hay cuatro vasos.	Here are four glasses.
¿Qué toman los niños en los vasos?	What do the children drink in (from) glasses?
Los niños toman leche.	The children drink milk.
¿Son chicos o grandes los vasos?	Are the glasses small or large?
Tres vasos son chicos y uno grande.	Three glasses are small and one large.

k. Flash a picture of four bottles of milk, three small and one large.

¿Cuántas botellas de leche hay?	How many bottles of milk are there?
Hay cuatro botellas de leche.	There are four bottles of milk.
¿Quién trae las botellas de leche?	Who brings the bottles of milk?
El lechero trae las botellas de leche.	The milkman brings the bottles of milk.
¿Son chicas o grandes, las botellas?	Are the bottles small or large?
Tres botellas son chicas y una es grande.	Three bottles are small and one is large.

l. Flash a picture with four tables, two large and two small.

¿Cuántas mesas hay aquí?	How many tables are here?
Hay cuatro mesas.	There are four tables.
¿Dónde hay mesas en la casa?	Where are tables in the house?
En la sala, en el comedor, en la recámara, y en la cocina hay mesas.	In the living room, in the dining room, in the bedroom, and in the kitchen there are tables.
¿Cuántas mesas son chicas y cuántas son grandes?	How many tables are small and how many are large?
Dos mesas son chicas y dos mesas son grandes.	Two tables are small and two tables are large.

m. Flash a card with pictures of four houses, three large and one small.

¿Cuántas casas chicas hay aquí?	How many small houses are here?
Hay una casa chica.	There is one small house.
¿Cuántas son grandes?	How many are large?
Tres casas son grandes.	Three houses are large.

¿Qué tienen todas las casas?	What do all the houses have?
Todas las casas tienen chimenea, ventanas, y puerta.	All the houses have chimneys, windows, and doors.

D. Prepositions. This unit is to develop the concepts of up, down, forward, backward, around, above, on, in, and other prepositions that the fourth grade child should know. In presenting the vocabulary for these exercises the teacher should bear in mind the known vocabulary as well as the new vocabulary to be learned. By placing the objects properly on the flash card the prepositions are easier to present and to interpret.

1. Show a picture of a child holding a balloon.

¿Qué tiene el niño?	What does the boy have?
El niño tiene un globo.	The boy has a balloon.
¿Dónde está el globo?	Where is the balloon?
El globo está arriba.	The balloon is up.
¿Para dónde mira el niño?	Where is the boy looking?
El niño mira para arriba.	The boy is looking up.

2. Show a picture of a child looking at the sun, stars, or moon.

¿Qué mira el niño?	What does the boy look at?
El niño mira el sol (las estrellas, la luna).	The boy looks at the sun (the stars, the moon).
¿Dónde está el sol (la luna)?	Where is the sun (the moon)?
¿Dónde están las estrellas?	Where are the stars?
El sol (la luna) está arriba en el cielo.	The sun (the moon) is up in the sky.
Las estrellas están arriba en el cielo.	The stars are up in the sky.
¿Cuándo hay sol?	When does the sun shine?
Hay sol en el día.	The sun shines in the day.
¿Cuándo hay luna?	When does the moon shine?
Hay luna en la noche.	The moon shines at night.
¿Cuándo salen las estrellas?	When do the stars come out?
Las estrellas salen en la noche.	The stars come out at night.

3. Show a picture of a boy getting on a horse.

¿Qué hace el niño?	What does the boy do?
El niño monta arriba del caballo.	The boy gets on the horse.
¿Cómo monta?	How does he get on?
Sube un pie primero, después sube el otro.	He gets a foot up first, then he gets the other one up.
¿Dónde se sienta el niño?	Where does the boy sit?
El niño se sienta sobre el caballo.	The boy sits on the horse.

4. Show a picture of a table with a tablecloth.

¿Qué hay sobre la mesa?	What is there on the table?
Sobre la mesa hay un mantel.	On the table there is a tablecloth.
¿Qué hay en la mesa?	What is there on the table?
En la mesa hay platos, platitos, tazas, cucharitas, tenedores, y cuchillos.	On the table there are plates, saucers, cups, teaspoons, forks, and knives.

5. Show a picture of a boy climbing steps.

¿Qué hace el niño?	What is the boy doing?
El niño sube los escalones.	The boy is climbing the steps.
¿Para dónde va?	Where is he going?
Va para arriba.	He is going up.
Si no sube, ¿qué hace?	If he is not going up, what is he doing?
Si no sube, entonces baja.	If he is not going up, then he is going down.

Indicate motion upward and downward: para arriba y para abajo.

6. Show a picture of a seesaw.

Niños, éste es un sube y baja.	Children, this is a seesaw.
¿Cómo hace el sube y baja?	How does the seesaw go?
El sube y baja va para arriba y para abajo.	The seesaw goes up and down.

7. Show a picture of a swing.

Niños, éste es un columpio.	Children, this is a swing.
El columpio va para enfrente y para atrás.	The swing goes forward and backward.
¿Cómo hace el columpio?	How does the swing go?
El columpio va para enfrente y para atrás.	The swing goes forward and backward.

8. Show a picture of a table with chairs around it.

¿Dónde están las sillas?	Where are the chairs?
Las sillas están al rededor de la mesa.	The chairs are around the table.

Additional Work

Teach numerals 200-210:

doscientos	200		
doscientos y uno	201	doscientos y seis	206
doscientos y dos	202	doscientos y siete	207
doscientos y tres	203	doscientos y ocho	208
doscientos y cuatro	204	doscientos y nueve	209
doscientos y cinco	205	doscientos diez	210

NOTE: Throughout this unit, in presenting objects and pictures, after the children have identified them, the teacher should write these vocabularies on the board, pointing out to the student the association of the Spanish vowels (a,e,i,o,u) to the consonants. The teacher should pronounce the word clearly as he points to the syllables, and should have the class pronounce the word. He should then have individual students use the word in sentences. Eventually, the teacher should encourage children to come to the board and write the word. Later, each child should have a Spanish notebook in which to keep his vocabularies with illustrations or pictures.

UNIT II

ACTIVIDADES DE FAMILIA
(Family Activities)

New Words

celebra	he, she celebrates; you celebrate
conmigo	with me
la fiesta de cumpleaños	birthday party
la iglesia	church
mira	he, she watches (looks at); you watch (look at)
la persona	person
por tren	by train
el programa	program
las siete y media	7:30
la soda	soda pop
la velita	small candle
el viaje	trip

UNIT II

ACTIVIDADES DE FAMILIA
(Family Activities)

The purpose in presenting Units II, III, IV, and V, is to increase the vocabulary development and language growth on the part of the fourth grade child. By diversifying the method of presentation and employing as many techniques and methods as the teacher can imagine, greater interest and motivation are created and sustained during the class period. In these units new vocabulary is introduced through context and known vocabulary is retained by repetition. The conversational aspect of the lessons is based upon known experiences treated as a unity, rather than upon isolated vocabularies. At this point the fourth grader is not only ready to express himself in Spanish and to converse about a given picture as a whole, but he is ready to read and write known vocabularies. The responsibility of the teacher at this phase of the child's language development is to encourage and create a desire on the part of the child to speak the language that he has been "hearing" and to associate the Spanish sounds with the written word. The child is now guided to speak by himself, to read and write, and, although the class participates as a group, individual recitation is being encouraged.

1. Flash a picture of a family and say:

En esta familia hay cuatro personas.	In this family there are four persons.
¿Cuántas personas hay en esta familia?	How many persons are in this family?
Hay cuatro personas en esta familia.	There are four persons in this family.
¿Cuántas personas hay en su familia?	How many persons are there in your family?
En mi familia hay tres (cuatro, cinco, etc.) personas.	In my family there are three (four, five, etc.) persons.
¿Quiénes son?	Who are they?
Son mi papá, mi mamá, mi hermano, mi hermana, y yo.	They are my father, my mother, my brother, my sister, and I.

2. Flash a picture of a family eating together, and ask:

¿Qué hace esta familia?	What is this family doing?
Esta familia está comiendo.	This family is eating.
¿Está almorzando, comiendo, o cenando?	Is it eating breakfast, (eating) lunch, or (eating) supper?
Esta familia está almorzando.	This family is eating breakfast.
Esta familia está comiendo.	This family is eating lunch.
Esta familia está cenando.	This family is eating supper.
¿A qué hora almuerza Ud.?	At what time do you eat breakfast?
Yo almuerzo a las siete.	I eat breakfast at seven.
Yo almuerzo a las siete y media.	I eat breakfast at seven-thirty.

¿Qué almuerza Ud.?	What do you eat for breakfast?
Yo almuerzo huevos, tocino, pan tostado, jugo, y leche.	I eat eggs, bacon, toast, juice, and milk.

¿A qué hora come Ud.?	At what time do you eat lunch?
En la escuela como a las once y media.	At school I eat at eleven-thirty.
En la escuela como a las doce.	At school I eat at twelve.

¿Y los domingos?	And on Sundays?
Los domingos como a la una.	On Sundays I eat at one o'clock.

¿Quién come con Ud.?	Who eats with you?
Mi papá y mi mamá y mi hermano comen conmigo.	My father and mother and my brother eat with me.
A veces tenemos visita.	Sometimes we have a guest.
La visita come con nosotros.	The guest eats with us.
¿Quién es la visita?	Who is the guest?
La visita es mi tío, mi tía, mi primo, o mi abuelita.	The guest is my uncle, aunt, cousin, or grandmother.

¿A qué hora cena Ud.?	At what time do you eat supper?
Yo ceno a las cinco.	I eat supper at five o'clock.
Yo ceno a las cinco y media.	I eat supper at five-thirty.
Yo ceno a las seis.	I eat supper at six.

¿Quién cena con Ud.?	Who eats supper with you?
Mi papá y mi mamá y mi hermana cenan conmigo.	My father and mother and my sister eat with me.
Mi familia cena conmigo.	My family eats supper with me.

¿Por qué cena Ud. a las seis?	Why do you eat supper at six?
Porque mi papá viene del trabajo a las seis.	Because my father comes from work at six.
¿Qué cena Ud.?	What do you eat for supper?
Yo ceno carne, ensalada, chícharos, papas, y leche.	I eat meat, salad, peas, potatoes, and milk for supper.

3. Flash a picture of a family watching TV, and say:

Esta familia mira la televisión.	This family watches television.
Es después de la cena.	It is after dinner.
¿Qué hace esta familia?	What is this family doing?
Esta familia mira la televisión.	This family watches television.

¿Cuándo mira la televisión?	When does it watch television?
Mira la televisión después de la cena.	It watches television after dinner.

¿Tiene Ud. un televisor?	Do you have a television set?
Sí, señor, yo tengo un televisor.	Yes, Sir, I have a television set.

¿Mira Ud. la televisión?	Do you watch television?
Sí, señor, yo miro la televisión.	Yes, Sir, I watch television.

¿Cuándo mira la televisión?	When do you watch television?
Miro la televisión en la noche.	I watch television at night.
Miro la televisión antes de la cena.	I watch television before dinner.
Miro la televisión después de la cena.	I watch television after supper.
Miro la televisión los domingoes en la tarde.	I watch television on Sunday afternoons.
¿Quién mira la televisión con Ud.?	Who watches television with you?
Mi familia mira la televisión conmigo.	My family watches television with me.
¿Cuál programa le gusta?	Which program do you like?
Me gusta el programa de ______.	I like the ______ program.
¿Cuál programa le gusta a su mamá?	Which program does your mother like?
A mi mamá le gusta el programa de ______.	My mother likes the ______ program.
¿Cuál programa le gusta a su papá?	Which program does your father like?
A mi papá le gusta el programa de (deportes, juego de béisbol, juego de fútbol).	My father likes the (sports, baseball game, football game).

4. Flash a picture of a family celebrating a birthday, and say:

Este familia celebra una fiesta de cumpleaños.	This family is celebrating a birthday.
¿Qué hace esta familia?	What is this family doing?
Esta familia celebra una fiesta de cumpleaños.	This family is celebrating a birthday.
Este es el pastel de cumpleaños.	This is the birthday cake.
¿Qué es ésto?	What is this?
Este es el pastel de cumpleaños.	This is the birthday cake.
Este pastel tiene seis velitas.	This cake has six small candles.
¿Qué son éstas?	What are these?
Estas son las velitas.	These are the small candles.
¿Cuántos años tiene el niño?	How old is the boy?
El niño tiene seis años.	The boy is six years old.
¿Tiene Ud. una fiesta de cumpleaños el día de su cumpleaños?	Do you have a birthday party on your birthday?
Yo tengo una fiesta de cumpleaños el día de mi cumpleaños.	I have a birthday party on my birthday.
¿Tiene Ud. un pastel de cumpleaños?	Do you have a birthday cake?
Sí, señor, yo tengo un pastel de cumpleaños.	Yes, Sir, I have a birthday cake.
¿Con cuántas velitas?	With how many candles?
Con nueve (diez) velitas.	With nine (ten) candles.

Tiene su papá (mamá) una fiesta de cumpleaños?	Does your father (mother) have a birthday party?
Mi papá (mamá) tiene una fiesta de cumpleaños.	My father (mother) has a birthday party.
¿Qué comen Uds. en la fiesta?	What do you eat at the party?
Comemos dulces, pastel, sodas, galletas, jugo de frutas, y punch.	We eat candy, cake, soda pop, cookies, fruit juices, and punch.
En la fiesta de papá, comemos gallina.	At Daddy's party we eat chicken.
Hay muchas visitas.	There are a lot of guests.

5. Flash a picture of a family going to church, and say:

Esta familia va a la iglesia.	This family is going to church.
¿A dónde va la familia?	Where is the family going?
La familia va a la iglesia.	The family is going to church.
La familia va a la iglesia los domingos.	The family goes to church on Sundays.
¿Cuándo va la familia a la iglesia?	When does the family go to church?
La familia va a la iglesia los domingos.	The family goes to church on Sundays.
¿Va Ud. a la iglesia los domingos?	Do you go to church on Sundays?
Yo voy a la iglesia los domingos.	I go to church on Sundays.
¿Va Ud. con su papá y con su mamá?	Do you go with your father and mother?
Voy a la iglesia con mi papá y con mi mamá.	I go to church with my father and mother.
Voy a la iglesia con mi familia.	I go to church with my family.
A veces voy con mi tía y mis primas.	Sometimes I go with my aunt and cousins.
Vamos en el automóvil.	We go in the car.
¿Qué usa Ud.?	What do you wear?
Uso camisa y corbata, saco, y pantalones.	I wear shirt and tie, coat, and trousers.

6. Flash a picture of a family picnic, and say:

Los domingos después de la iglesia la familia va a un picnic.	On Sundays after church the family goes on a picnic.
¿A dónde va la familia después de la iglesia?	Where does the family go after church?
La familia va a un picnic después de le iglesia.	The family goes on a picnic after church.
¿Cuándo va la familia a un picnic?	When does the family go on a picnic?
¿El lunes, el martes, o el domingo?	On Monday, Tuesday, or Sunday?
La familia va a un picnic el domingo.	The family goes on a picnic on Sunday.
¿Va su familia a un picnic?	Does your family go on a picnic?
Sí, senor, mi familia va a un picnic.	Yes, Sir, my family goes on a picnic.

¿Le gusta a Ud. un picnic?	Do you like a picnic?
Me gusta un picnic.	I like a picnic.
¿Por qué le gusta un picnic?	Why do you like a picnic?
Me gusta un picnic porque hay mucho comida, sandwiches, y sodas, y juego mucho.	I like a picnic because there is lots of food, sandwiches, and soda pop, and I play a lot.
¿Van en automóvil?	Do you go by car?
Sí, señor, vamos en el automóvil de papá.	Yes, Sir, we go in Daddy's car.

7. Flash a picture of a family going on a trip, and say:

Esta familia va en un viaje.	This family is taking a trip.
¿Qué hace esta familia?	What is this family doing?
Esta familia va en un viaje.	This family is going on a trip.
Son las vacaciones y la familia va al rancho de los abuelitos.	It is vacation time and the family is going to the grandparents' farm.
¿Hay escuela en las vacaciones?	Is there school during vacation time?
No hay escuela en las vacaciones.	There is no school during vacation time.
¿Va Ud. en un viaje en las vacaciones?	Do you go on a trip during vacation time?
Yo voy a California en las vacaciones.	I go to California during vacation time.
¿Qué usa mamá en el viaje?	What does Mother wear for the trip?
Mamá usa pantalones.	Mother wears slacks.

8. Point to the way the family travels (by car, by train, by airplane), and say:

Esta familia va en un viaje en el automóvil.	This family is going on a trip by car.
¿Cómo va esta familia en un viaje?	How is this family going on a trip?
Esta familia va en un viaje en el automóvil.	This family is going on a trip by car.
Esta familia va por tren.	This family is going by train.
¿Cómo va esta familia?	How is this family going?
Esta familia va por tren.	This family is going by train.
Esta familia va por avión.	This family is going by airplane.
¿Cómo va esta familia?	How is this family going?
Esta familia va por avión.	This family is going by airplane.
¿Va Ud. en un viaje en el automóvil?	Do you go on a trip in the car?
Yo voy en el automóvil.	I go by car.
¿Quién va por tren?	Who goes by train?
Yo voy por tren.	I go by train.
¿Quién va por avión?	Who goes by airplane?
Yo voy por avión.	I go by airplane.

Additional Class Drill

Completen las frases con las palabras: doce, televisión, 10 de enero, nueve, cuatro, trece, iglesia, siete y media.	Complete the sentences with the words: twelve, television, January 10, nine, four, thirteen, church, 7:30.
1. Hay ____ personas en mi familia.	There are ____ persons in my family.
2. A las ____ almuerza la familia.	The family eats breakfast at ____.
3. En la escuela como a las ____.	At school I eat at ____.
4. Los domingos vamos a la ____.	Sundays we go to ____.
5. "El Tío Roy" es mi programa favorito en la ____.	"Uncle Roy" is my favorite program on ____.
6. Yo celebro mi cumpleaños el ____.	I celebrate my birthday on ____.
7. Mi pastel va a tener ____ velitas.	My birthday cake will have ____ candles.

Teach numerals 211-220:

doscientos once	211
doscientos doce	212
doscientos trece	213
doscientos catorce	214
doscientos quince	215
doscientos diez y seis	216
doscientos diez y siete	217
doscientos diez y ocho	218
doscientos diez y nueve	219
doscientos veinte	220

Note: Throughout this unit, in presenting objects and pictures, after the children have identified them, the teacher should write these words on the board and point out to the student the association of the Spanish vowels (a, e, i, o, u) to the consonants. The teacher should pronounce the word clearly as he points to the syllables and should have the class pronounce the word. He should then have individual students use the word in sentences. Eventually, the teacher should encourage children to come to the board and write the word. Later, each child should have a Spanish notebook in which to keep his vocabularies with illustrations or pictures.

UNIT III

¡A LA ESCUELA!
(Off to School!)

New Words

cruzar	to cross
limpia	he, she cleans; you clean
prepara	he, she prepares; you prepare
se queda	he, she remains; you remain
¡Sean buenos!	Be good!
¡Tengan cuidado!	Be careful!
usa	he, she wears; you wear
vuelven	they return

UNIT III

¡A LA ESCUELA!
(Off to School!)

Present a picture of children leaving home on their way to school. The father and mother stand at the door (porch) waving goodbye to the children. Interpret the picture by telling the story, describing the characters in the picture, their dress, and duties they have to perform during the day.

Niños, ¿qué vemos aquí?	Children, what do we see here?
Vemos a una familia.	We see a family.
¿Quiénes son?	Who are they?
Son el niño, la niña, la mamá, y el papá.	They are the boy, the girl, the mother, and the daddy.
¿A dónde van los niños?	Where are the children going?
Los niños van a la escuela.	The children are going to school.
¿Cómo se llama la escuela de los niños?	What is the name of the children's school?
La escuela se llama la escuela de ________.	The school's name is ________ School.
¿Qué usa el niño?	What is the boy wearing?
El niño usa una chaqueta azul, pantalones azules, calcetines verdes, y zapatos cafés.	The boy wears a blue jacket, blue trousers, green socks, and brown shoes.
¿Qué usa la niña?	What is the girl wearing?
La niña usa un vestido color de rosa, un moño rojo en la cabeza, calcetines color de rosa, y zapatos negros.	The girl is wearing a pink dress, a red ribbon on her head, pink socks, and black shoes.
¿Qué dice mamá a los niños?	What does Mother say to the children?
Mamá dice a los niños:-- ¡Tengan cuidado al cruzar la calle!	Mother says to the children, "Be careful when crossing the street!"
¿Qué dice papá a los niños?	What does Daddy say to the children?
Papá dice a los niños:-- ¡Sean buenos, niños! ¡Adiós!	Daddy says to the children, "Be good, children! Goodbye!"
¿Va papá a la escuela también?	Does Daddy go to school, also?
No, señor, papá va al trabajo.	No, Sir, Daddy goes to work.
Y mamá, ¿va ella al trabajo?	And does Mother go to work?
A veces, pero ella se queda en casa.	Sometimes, but she remains at home.
¿Dónde trabaja papá?	Where does Daddy work?
Papá trabaja en una oficina.	Daddy works in an office.

¿Qué hace mamá en casa?	What does Mother do at home?
Mamá trabaja todo el día en casa: limpia la casa, cuida al nene, y prepara las comidas.	Mother works all day at home: she cleans the house, takes care of baby, and prepares the meals.
¿A qué horas vuelven los niños de la escuela?	At what time do the children return from school?
Los niños vuelven de la escuela a las tres de la tarde.	The children return from school at three o'clock in the afternoon.
¿A qué horas vuelve papá a casa?	At what time does Daddy return home?
Papá vuelve a casa a las cinco y media.	Daddy returns home at five-thirty.

Extended Activities

Have children copy in their notebooks vocabulary words, and illustrate and label pictures.

Additional Class Drill:

Completen las frases:	Complete the sentences:
1. El niño usa ________, ________, ________, ________, ________ y ________.	The boy wears ________, ________, ________, ________, ________, and ________.
2. La niña usa ________, ________, ________, ________, ________ y ________.	The girl wears ________, ________, ________, ________, ________, and ________.
3. Mi ________ se llama Rusk.	My ________ is Rusk.
4. Papá dice a los niños:--________, sean ________.	Daddy says to the children, "________, be________."
5. Mamá dice:--Tengan ________ al cruzar la calle.	Mother says, "Be ________ when you cross the street."

Teach numerals 221-230:

doscientos veinte y uno	221
doscientos veinte y dos	222
doscientos veinte y tres	223
doscientos veinte y cuatro	224
doscientos veinte y cinco	225
doscientos veinte y seis	226
doscientos veinte y siete	227
doscientos veinte y ocho	228
doscientos veinte y nueve	229
doscientos treinta	230

Note: Throughout this unit, in presenting objects and pictures, after the children have identified them, the teacher should write these familiar words on the board, pointing out to the students the association of the Spanish vowels (a, e, i, o, u) with the consonants. The teacher should pronounce the word clearly as he points to the syllables and have the class pronounce the word. He should then have individual students use the word in sentences. Eventually, the teacher should encourage children to come to the board and write the word. Later, each child should have a Spanish notebook in which to keep his vocabularies with illustrations or pictures.

UNIT IV

UNA LECCION EN SEGURIDAD
(Lesson in Safety)

New Words

la acera (la banqueta)	sidewalk
el auxiliar de la patrulla	patrol boy
cruzan	they cross

UNIT IV

UNA LECCION EN SEGURIDAD

(Lesson in Safety)

Present a picture of children on their way to school, standing at the corner waiting for the traffic light to change. A policeman stands in the middle of the street directing traffic. A patrol boy may be assisting the children in crossing while traffic is stopped. Interpret the picture as a whole and proceed into the details for new vocabulary and review of known vocabulary.

¿A dónde van estos niños?	Where are these children going?
Estos niños van a la escuela.	These children are going to school.
¿Cuántos niños son?	How many children are there?
Son cuatro niños: dos niños y dos niñas.	There are four children: two boys and two girls.
¿Dónde están los niños?	Where are the children?
Los niños están en la acera.	The children are on the sidewalk.
¿Quién está en la calle?	Who is in the street?
Un policía está en la calle.	A policeman is in the street.
¿Qué hay en la esquina?	What is on the corner?
En la esquina hay un semáforo.	On the corner there is a traffic light.
¿De qué colores son las luces?	What color are the lights?
Las luces son roja, amarilla, y verde.	The lights are red, yellow, and green.
¿Qué quiere decir la luz roja?	What does the red light mean?
La luz roja quiere decir, ¡Alto!	The red light means, Stop!
¿Qué quiere decir la luz amarilla?	What does the yellow light mean?
La luz amarilla quiere decir, ¡Precaución!	The yellow light means, Caution!
¿Qué quiere decir la luz verde?	What does the green light mean?
La luz verde quiere decir, ¡Siga!	The green light means, Go!
¿Qué hace el policía?	What does the policeman do?
El policía para los automóviles.	The policeman stops the cars.
¿Cuándo cruzan la calle los niños?	When do the children cross the street?
Los niños cruzan la calle cuando la luz verde dice, ¡Siga!	The children cross the street when the green light says, Go!
También, los niños cruzan cuando el policía detiene los automóviles y ayuda a los niños a cruzar.	Also, the children cross when the policeman stops the cars and helps the children to cross.

¿Es el policía amigo de los niños?	Is the policeman a friend of the children?
Sí, señor, el policía es amigo de los niños.	Yes, Sir, the policeman is a friend of the children.

Flash a picture of a patrol boy and say:

Este niño es un auxiliar de la patrulla.	This boy is a patrol boy.
¿Qué es este niño?	What is this boy?
Este niño es un auxiliar de la patrulla.	This boy is a patrol boy.
¿Qué hace el niño?	What does the boy do?
El niño ayuda a los niños a cruzar la calle.	The boy helps the children to cross the street.

Extended Activities

1. Dramatizations. Select a boy to be a policeman to stop "cars" played by other children. Policeman stops cars and allows the children to cross the street.

2. Dibujen y pinten:	Draw and color:
Un semáforo que dice, "¡Siga!"	A traffic light that says, "Go!"
Otro que dice, "¡Alto!"	Another one that says, "Stop!"
Otro que dice, "¡Precaución!"	Another one that says, "Caution!" or "Wait!"

3. Teach numerals 231-240:

doscientos treinta y uno	231
doscientos treinta y dos	232
doscientos treinta y tres	233
doscientos treinta y cuatro	234
doscientos treinta y cinco	235
doscientos treinta y seis	236
doscientos treinta y siete	237
doscientos treinta y ocho	238
doscientos treinta y nueve	239
doscientos cuarenta	240

Note: Throughout this unit, in presenting objects and pictures, after the children have identified them, the teacher should write these familiar words on the board, pointing out to the student the association of the Spanish vowels (a, e, i, o, u) with the consonants. The teacher should pronounce the word clearly as he points to the syllables, and should have the class pronounce the word. He should then have individual students use the word in sentences. Eventually, the teacher should encourage children to come to the board and write the word. Later, each child should have a Spanish notebook in which to keep his vocabularies with illustrations and pictures.

UNIT V

EN LA ESCUELA
(At School)

New Words

cuelgan	they hang
en medio	middle

UNIT V

EN LA ESCUELA
(At School)

Present a picture of a school playground with swings and seesaws and children playing on them before the bell rings. Another picture will show the children removing their coats as they enter the classroom. Another picture will show them in the classroom.

¿Dónde están los niños?	Where are the children?
Los niños están en el patio de la escuela.	The children are on the schoolground.
¿Qué hacen los niños a la izquierda?	What are the children on the left doing?
Los niños a la izquierda juegan en el columpio.	The children on the left are playing on the swing.
¿Qué llevan los niños de en medio?	What are the children in the center carrying?
Los niños de en medio llevan libros.	The children in the center are carrying books.
¿Qué hacen los niños a la derecha?	What are the children on the right doing?
Los niños a la derecha juegan en el sube y baja.	The children on the right are playing on the seesaw.
Son las ocho y media, y los niños entran en la escuela.	It is eight-thirty and the children go into the school.
¿Qué vemos aquí, niños?	What do we see here, children?
Aquí vemos una sala de clase.	Here we see a classroom.
¿Qué hacen los niños?	What are the children doing?
Los niños cuelgan los abrigos.	The children are hanging their coats.
¿Qué hacen los otros niños?	What are the other children doing?
Los otros niños juegan.	The other children are playing.
¿Qué hace la maestra (profesora)?	What is the teacher doing?
La maestra lee a los niños.	The teacher reads to the children
¿Qué lee?	What is she reading?
Ella lee un libro.	She is reading a book.
¿Qué hacen estos niños?	What are these children doing?
Estos niños pintan.	These children are painting.
Estos niños cortan con tijeras.	These children are cutting with scissors.
Estos niños escriben.	These children are writing.
Estos niños comen.	These children are eating.

¿Cómo se llama la maestra (profesora)?	What is the name of the teacher?
La maestra (profesora) se llama la señorita Smith.	The teacher's name is Miss Smith.
¿Comó se llama la directora?	What is the principal's name?
La directora se llama la Sra. White.	The principal's name is Mrs. White.

Extended Activities

Dibujen retratos para ilustrar las cosas siguientes:	Draw pictures to illustrate the following things:
1. el columpio	swing
2. los libros	books
3. el sube y baja	seesaw
4. los abrigos	coats
5. las tijeras	scissors
6. la maestra	teacher

Teach numerals 241-250

doscientos cuarenta y uno	241
doscientos cuarenta y dos	242
doscientos cuarenta y tres	243
doscientos cuarenta y cuatro	244
doscientos cuarenta y cinco	245
doscientos cuarenta y seis	246
doscientos cuarenta y siete	247
doscientos cuarenta y ocho	248
doscientos cuarenta y nueve	249
doscientos cincuenta	250

Note: Throughout this unit in presenting objects and pictures, after the children have identified them, the teacher should write these familiar words on the board, pointing out to the student the association of the Spanish vowels (a, e, i, o, u) with the consonants. The teacher should pronounce the word clearly as he points to the syllables, and should have the class pronounce the word. He should then have individual students use the word in sentences. Eventually, the teacher should encourage children to come to the board and write the word. Later, each child should have a Spanish notebook in which to keep his vocabularies with illustrations or pictures.

UNIT VI

EL MUNDO A NUESTRO ALREDEDOR
(The World Around Us)

New Words

la abeja	bee
abril	April
agosto	August
brilla	it shines
cambian	they change
cantan	they sing
el cielo	sky
las cosas	things
debajo de	under
detrás de	behind
diciembre	December
enero	January
está lloviendo	it is raining
está nublado	it is cloudy
la estación	season
febrero	February
julio	July
junio	June
llueve	it rains
la lluvia	rain
marzo	March
mayo	May
el mes	month
la miel	honey
la mosca	fly
el mundo	world
el nido	nest
nieva	it snows
noviembre	November
la nube	cloud
octubre	October
la rana	frog
redondo, -a	round
sale	it comes out
se caen	they fall
seco, -a	dry
septiembre	September
la tierra	earth
vivimos	we live
vuelan	they fly

UNIT VI

EL MUNDO A NUESTRO ALREDEDOR
(The World Around Us)

The purpose of this unit is to integrate as much as possible the science units in the fourth grade course of study with Spanish. There is no attempt in the Spanish presentation of these units to develop the subject matter; rather, it is an attempt to provide experiences to the English-speaking child in another language. This unit serves as a review unit of vocabularies and expressions learned in the previous year.

Follow the usual procedure and techniques to develop vowel and consonant recognition with this unit. Present the vocabulary through visual aids and when the meaning and concept are clear to the children, illustrate wherever possible and write the vocabulary words on the board, read them with the class, and ask questions on the oral material.

1. Flash a picture of the world and say:

Niños, éste es el mundo.	Children, this is the world.
¿Qué es éste?	What is this?
Este es el mundo.	This is the world.

Point out the roundness of the world and say:

El mundo es redondo.	The world is round.
¿Cómo es el mundo?	What does the world look like?
El mundo es redondo.	The world is round.
Vivimos en el mundo.	We live in the world.
En el mundo hay muchas cosas alrededor de nosotros.	In the world there are many things around us.
¿Dónde vivimos?	Where do we live?
Vivimos en el mundo.	We live in the world.

Sketch a circle to illustrate the world and, underneath it, write el mundo. Have the children read the words, sketch a world in their notebooks, and label their illustration.

2. Flash a picture of the sun, and say:

Este es el sol.	This is the sun.
¿Qué es éste?	What is this?
Este es el sol.	This is the sun.

Point to the sky, and say:

El sol está en el cielo.	The sun is in the sky.
¿Dónde está el sol?	Where is the sun?
El sol está en el cielo.	The sun is in the sky.
Cuando hace sol, hace calor.	When the sun shines, it is warm.
¿Cuándo hace calor?	When is it warm?
Cuando hace sol, hace calor.	When the sun shines, it is warm.

Hace calor en el verano.	It is warm in the summer.
¿Cuándo hace calor?	When is it warm?
Hace calor en el verano.	It is warm in summer.

Flash a picture of a fly, and say:

Niños, ésta es una mosca.	Children, this is a fly.
¿Qué es ésta?	What is this?
Esta es una mosca.	This is a fly.

¿Cuándo hay moscas?	When are there flies?
Hay moscas en el verano.	There are flies in summer.
Las moscas no son buenas.	Flies aren't good.

En el verano los árboles están verdes y hay muchas flores.	In summer the trees are green and there are many flowers.
¿Qué hay en el verano?	What are there in summer?
En el verano hay árboles verdes y muchas flores.	In summer there are green trees and many flowers.
¿Cuándo hace sol, se dice que hace un día muy bonito.	When the sun shines, one says that it is a nice day.

Sketch some trees and flowers with a sun overhead. Label the trees los árboles, and the flowers, las flores. Under the sketch write el verano. Have the children sketch trees and flowers and label their illustrations.

Sketch a sun on the board and, under it, write: el sol, hace sol, hace calor. Have the children sketch a sun in their notebooks and label it. Read the sentences together, and have the children copy them in their notebooks.

3. Flash a picture of clouds and of the sun behind the clouds and, pointing to the clouds, say:

Estas son las nubes.	These are the clouds.
¿Qué son éstas?	What are these?
Estas son las nubes.	These are the clouds.

El sol está detrás de las nubes.	The sun is behind the clouds.
¿Dónde está el sol?	Where is the sun?
El sol está detrás de las nubes.	The sun is behind the clouds.

Cuándo el sol está detrás de las nubes, se dice que está nublado.	When the sun is behind the clouds, one says that it is cloudy.
Hace sol cuando hay nubes?	Is the sun shining when there are clouds?
No, señor, está nublado.	No, Sir, it is cloudy.

4. Flash a picture of rain, and say:

Cuando hay muchas nubes, llueve.	When there are many clouds, it rains.
Se dice que está lloviendo.	One says that it is raining.
¿Hace un día muy bonito cuando llueve?	Is it a nice day when it is raining?
No, señor, no hace un día muy bonito cuando llueve.	No, Sir, it isn't a nice day when it is raining.

¿Cuándo hace un día bonito?	When is it a nice day?
Hay un día bonito cuando hay sol.	It's a nice day when the sun is shining.
¿En cuál estación llueve mucho?	In which season does it rain very much?
En el verano y en el invierno llueve mucho.	In the summer and winter it rains very much.

¿De dónde viene la lluvia?	Where does rain come from?
La lluvia viene de las nubes.	Rain comes from clouds.
Y, ¿dónde están las nubes?	And where are the clouds?
Las nubes están en el cielo.	The clouds are in the sky.

Sketch some clouds on the board and underneath them write las nubes. Sketch some rain falling from the clouds and underneath it write la lluvia. Está lloviendo. Have the class read with you and copy under their illustrations.

Flash a picture of a frog and say:

Esta es la rana.	This is the frog.
¿Qué es ésta?	What is this?
Esta es la rana.	This is the frog.

¿Dónde vive la rana?	Where does the frog live?
La rana vive debajo de la tierra.	The frog lives under the ground.
Cuando llueve sale.	When it rains, it comes out.
¿Dónde vive la rana?	Where does the frog live?
La rana vive debajo de la tierra.	The frog lives under the ground.
¿Cuándo sale la rana?	When does the frog come out?
Cuando llueve sale.	When it rains it comes out.

5. Flash a picture of a winter scene, snow, etc. and say:

Niños, ¿Hace sol?	Children, is the sun shining?
No, señor, no hace sol.	No, Sir, the sun isn't shining.
¿Hace calor?	Is it warm?
No, señor, no hace calor.	No, Sir, it isn't warm.
Hace frío.	It is cold.

¿Hace un día muy bonito?	Is it a nice day?
No, señor, no hace un día bonito	No, Sir, it isn't a nice day.
Hace frío.	It is cold.

Point to the snow, and say:

Esta es la nieve.	This is snow.
¿Qué es esta?	What is this?
Esta es la nieve.	This is snow.

¿Hay nieve (Nieva) en el verano?	Is there snow (Does it snow) in summer?
No señor, no nieva en el verano.	No, Sir, it doesn't snow in summer.
Nieva en el invierno.	It snows in winter.

Este es el invierno.	This is winter.
En el invierno no hay flores ni árboles verdes.	In the winter there aren't flowers or green trees.

¿Cuál estación es ésta?	Which season is this?
Es el invierno.	It is winter.
¿Hay muchas flores en el invierno?	Are there many flowers in winter?
No, señor, no hay muchas flores en el invierno.	No, Sir, there aren't many flowers in winter.
Están los árboles verdes?	Are the trees green?
No, señor, los árboles no están verdes.	No, Sir, the trees aren't green.
Están secos.	They are dry.
No tienen hojas.	They don't have any leaves.

Sketch a winter scene depicting a little house in the snow, surrounded by dry trees. Label the snow, la nieve, and the dry trees los árboles secos. Add some falling snow and write, Está nevando. Label the winter scene, el invierno. Have the children copy the scene in their notebooks. Read the words together and have the class label their illustrations.

6. Flash a picture of spring, showing green grass and trees, flowers, birds, bees, showers, wind, etc., and say:

Niños, ésta es la primavera.	Children, this is spring.
¿Cuál estación es ésta?	Which season is this?
Esta es la primavera.	This is spring.
¿Hace frío en la primavera?	Is it cold in the spring?
No, señor, no hace frío en la primavera.	No, Sir, it isn't cold in the spring.
Hace buen tiempo.	The weather is fine.
Hace un día muy bonito.	It's a nice day.

Show a picture depicting the wind swaying the trees, and say:

En la primavera hace aire.	In the spring, it is windy.
Hace aire.	It is windy.

Point to the grass, trees, and flowers, and ask:

¿Qué hay en la primavera?	What are there in the spring?
En la primavera hay zacate verde, árboles verdes, y flores muy bonitas.	In the spring there are green grass, green trees, and very pretty flowers.

Point to the butterflies, and say:

En el jardín de las flores hay mariposas.	In the flower garden there are butterflies.
Este es el jardín, y éstas son las mariposas.	This is the garden, and these are the butterflies.
¿Qué son éstas en las flores?	What are these on the flowers?
Estas son mariposas.	These are butterflies.
Son muy bonitas y de muchos colores.	They are very pretty and of many colors.

Point to the bees in the garden, and say:

En el jardín hay abejas.	In the garden there are bees.
Estas son las abejas.	These are the bees.
¿Qué son éstas?	What are these?
Estas son las abejas.	These are bees.
Las abejas hacen miel de las flores.	The bees make honey from the flowers.
¿Qué hacen las abejas?	What do the bees make?
Las abejas hacen miel de las flores.	The bees make honey from the flowers.

Point to the birds, and say:

En la primavera vienen los pájaros.	In the spring, birds appear.
Estos son los pájaros.	These are birds.
¿Qué son éstos?	What are these?
Estos son los pájaros.	These are birds.
Los pájaros vuelan y cantan.	Birds fly and sing.
¿Qué hacen los pájaros?	What do birds do?
Los pájaros vuelan y cantan.	Birds fly and sing.
Los pájaros viven en los árboles.	Birds live in the trees.
¿Dónde viven los pájaros?	Where do birds live?
Los pájaros viven en los árboles.	Birds live in the trees.

Point to a bird's nest, and say:

Los pájaros viven en nidos.	Birds live in nests.
Este es un nido.	This is a nest.
¿Qué es éste?	What is this?
Este es un nido.	This is a nest.

Sketch a garden scene showing grass, trees, flowers, butterflies, and birds. Label the grass, el zacate; the flowers, las flores; the butterflies, las mariposas; the birds, los pájaros; and the bees, las abejas. On the trees place some nests and label the trees, los árboles, and the nests, los nido Label the spring scene, La primavera. Have the children copy the scene in their notebooks. Read the words together and have the class label their illustrations.

7. Flash a picture of fall, showing the change of color of the trees, the falling of the leaves, etc., and say:

Niños, éste es el otoño.	Children, this is fall.
¿Qué estación es ésta?	What season is this?
Este es el otoño.	This is fall.

Point to the trees, and ask:

¿Están verdes los árboles?	Are the trees green?
No, señor, los árboles no están verdes en el otoño.	No, Sir, the trees aren't green in the fall.
Cambian de color.	They change color.

Ahora están amarillos, anaranjados, cafés, y rojos.	Now they are yellow, orange, brown, and red.

Point to the falling leaves, and say:

Las hojas secas se caen de los árboles.	The dry leaves fall from the trees.
¿Qué hacen las hojas secas?	What do dry leaves do?
Las hojas secas se caen de los árboles.	The dry leaves fall from the trees.

Sketch a tree on the board, showing the leaves falling. Have the children sketch and color a tree in their notebooks. Color the leaves yellow, orange, and brown. Label the dry leaves las hojas secas, and the scene el otoño, fall.

8. Place pictures depicting the four seasons on the board and write their names in four columns: el invierno (winter), la primavera (spring), el verano (summer), and el otoño (fall). Under each column write the names of the months belonging to that season.

el invierno	la primavera	el verano	el otoño
diciembre-December	marzo-March	junio-June	septiembre-September
enero-January	abril-April	julio-July	octubre-October
febrero-February	mayo-May	agosto-August	noviembre-November

¿En qué meses hace frío?	In what months is it cold?
Hace frío en los meses de diciembre, enero, y febrero.	It is cold in the months of December, January, and February.
¿Cuáles son los meses de las flores y de los pájaros?	Which are the months of flowers and birds?
Marzo, abril, y mayo son los meses de las flores y pájaros.	March, April, and May are the months of flowers and birds.
¿En cuáles meses hace calor?	In which months is it warm?
Hace calor en junio, julio, y agosto.	It is warm in June, July, and August.
¿En cuáles meses se caen las hojas de los árboles, y el zacate está amarillo?	In which months do the leaves fall from the trees, and the grass is yellow?
Las hojas se caen de los árboles y el zacate está amarillo en septiembre, octubre, y noviembre.	The leaves fall from the trees and the grass is yellow in September, October, and November.

Write the date on the board: el primero de mayo de 19__ (May 1, 19__); el dos de abril de 19__ (April 2, 19__); el diez de septiembre de 19__ (September 10, 19__).

Daily, as the children write their vocabulary words in their notebooks and illustrate them, write the date on the board and have them say it and copy it.

Write the following verse on the board and have the children read it and copy it in their notebooks. Refer to it at the end of a month and at the beginning of another month.

Treinta días tiene noviembre	Thirty days has November
Con abril, junio, y septiembre.	Along with April, June, and September.
Los demás tienen treinta y uno	The rest have thirty-one
Excepto febrero mocho	Except short February
Que en el año bisiesto tiene veinte y nueve, y en los otros tres años	Which in leap year has twenty-nine, and in the other three years
Tiene veinte y ocho.	Has twenty-eight.

9. Flash a picture depicting day, and say:

Es de día. El sol brilla.	It is day. The sun is shining.

Point to the outside, and ask:

¿Hay sol hoy?	Is the sun shining today?
Sí, señor, el sol brilla.	Yes, Sir, the sun is shining.
Es de día.	It is day.

10. Show a picture depicting night, and say:

Es de noche. No hay sol.	It is night. There is no sun.
¿Es de día o de noche?	Is it day or night?
Es de noche.	It is night.

Point to the moon, and say:

Esta es la luna.	This is the moon.
¿Qué es ésta?	What is this?
Esta es la luna.	This is the moon.
La luna brilla de noche.	The moon shines at night.
¿Cuándo brilla la luna?	When does the moon shine?
La luna brilla de noche.	The moon shines at night.

Point to the stars, and say:

Estas son las estrellas.	These are the stars.
¿Qué son éstas?	What are these?
Estas son las estrellas.	These are the stars.
¿Brillan las estrellas de día o de noche?	Do stars shine in the day or night?
Las estrellas brillan de noche.	Stars shine at night.

Sketch a sun, a moon, and stars on the board. Label the sun, el sol; the moon, la luna; and the stars, las estrellas. Under the sun, write Brilla de día (It shines by day). Under the moon, write Brilla de noche, and under the stars, Brillan de noche. Have the children read with you and sketch a sun, a moon, and stars in their notebooks. Have them copy the words and sentences in their notebooks.

Additional Class Drills

1. Stencil small sketches of the heavenly bodies covered in this unit. Play matching games.

2. Stencil small sketches of birds, insects, and frogs. Play matching games with the children.

3. Sí o No (Yes or No)

_____	El mundo es redondo.	The world is round.
_____	Cuando hay sol hace frío.	When it is sunny it is cold.
_____	Vivimos en el sol.	We live on the sun.
_____	En el verano hay nieve.	In the summer it snows.
_____	Hay moscas en el verano.	In the summer there are flies.
_____	Las nubes están en la tierra.	Clouds are in the ground.
_____	La nieve es blanca.	Snow is white.
_____	Hay cuatro estaciones en el año.	There are four seasons in the year.
_____	En el jardín de las flores hay mariposas.	In the flower garden there are butterflies.
_____	Los pájaros viven debajo de la tierra.	The birds live under the ground.

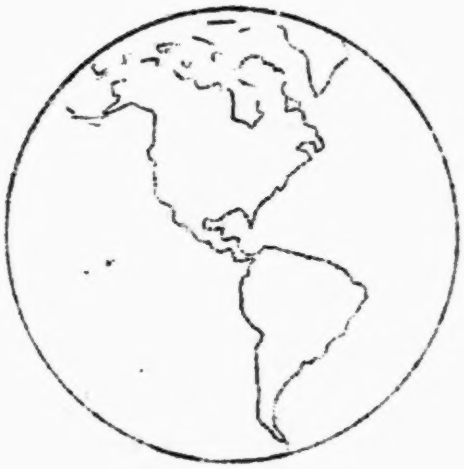
4. Aprendan el versito de los meses. — Learn the poem about the months.

5. Teach numerals 251-260:

doscientos cincuenta y uno	251
doscientos cincuenta y dos	252
doscientos cincuenta y tres	253
doscientos cincuenta y cuatro	254
doscientos cincuenta y cinco	255
doscientos cincuenta y seis	256
doscientos cincuenta y siete	257
doscientos cincuenta y ocho	258
doscientos cincuenta y nueve	259
doscientos sesenta	260

6. ¿Cuál número corresponde con el nombre?
(Which number matches the name?)

a. la estrella	(2)
b. la luna	(4)
c. el mundo	(1)
d. las nubes	(3)
e. el sol	(5)
f. el sol detrás de las nubes	(3)



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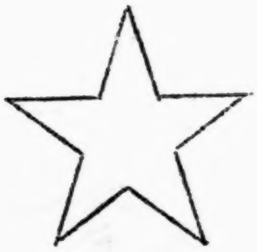

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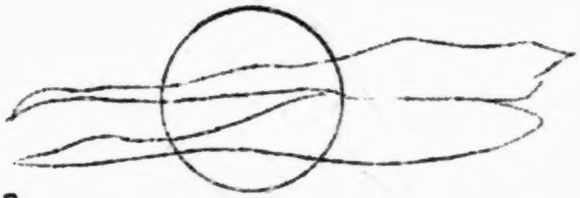

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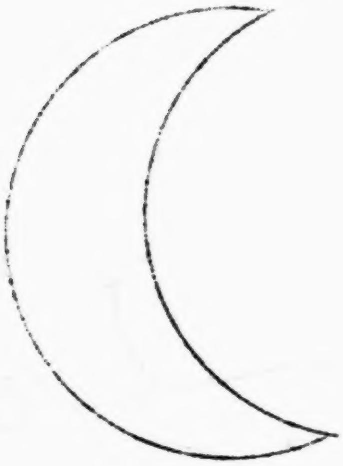

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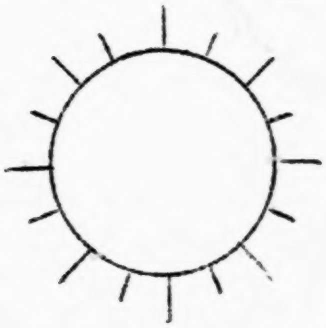

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7. ¿Cuál número corresponde con el nombre?
(Which number matches the name?)

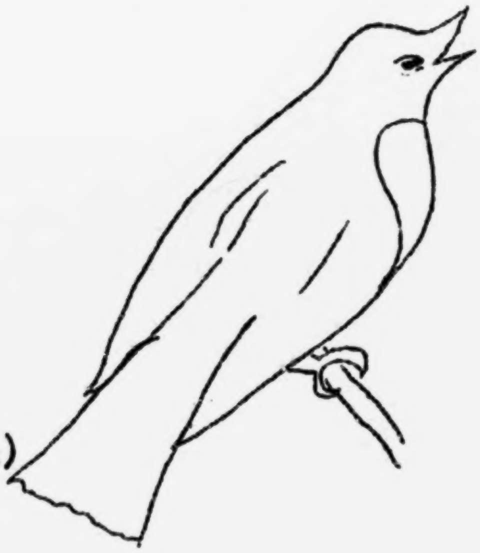
a. la abeja (3)

b. la mariposa (4)

c. el pájaro (1)

d. la rana (5)

e. la mosca (2)



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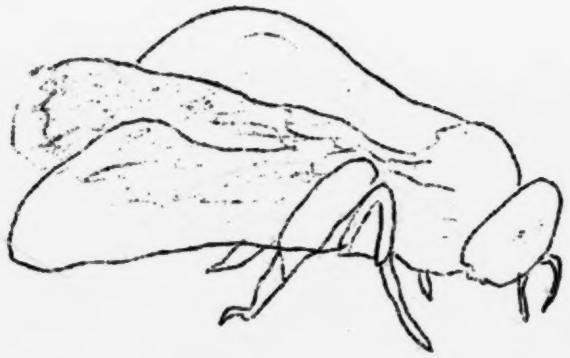

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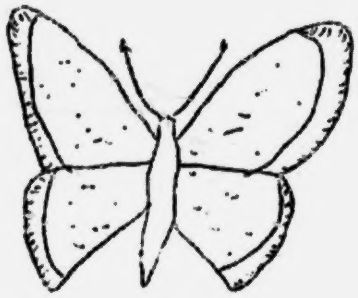

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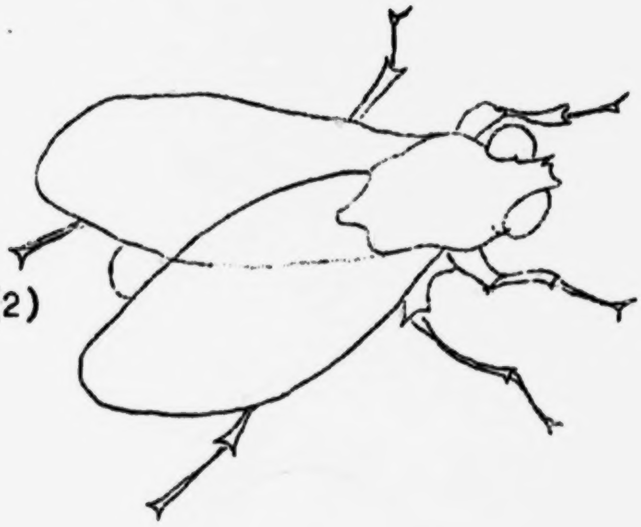

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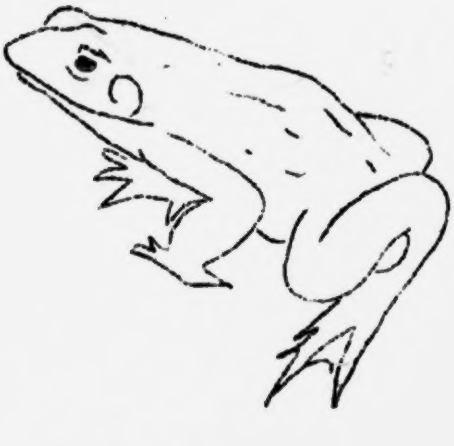

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UNIT VII

LA CASA Y EL JARDÍN
(The House and Garden)

New Words

al lado de	to the side of
la amapola	poppy
la basura	trash
el bote de la basura	garbage can
cien(to)	one hundred
la chimenea	chimney
las espuelas	larkspurs
el garaje	garage
el ladrillo	brick
mil	thousand
el número	number
el patio	patio
la piedra	stone
el piso	floor
el techo	roof
la violeta	violet
vuelan	they fly
la zinia	zinnia

UNIT VII

LA CASA Y EL JARDIN
(The House and Garden)

Follow the usual procedure and techniques to develop vowel and consonant recognition with this unit. Write the vocabulary words on the board, read them with the class, and ask questions on the oral material.

1. Flash a picture of a house, and say:

Niños, ésta es una casa. Niños, ¿qué es ésta? Esta es una casa.	Children, this is a house. Children, what is this? This is a house.

Sketch a house on the board. Underneath it, write:

la casa	house

Have the children sketch a house and copy the words.

Niños, dibujen una casa.	Children, draw a house.
¿Es esta casa grande o chica? Esta casa es muy grande. Tiene dos pisos (un piso).	Is this house large or small? This house is very large. It has two stories (one story).
¿Quién tiene una casa grande? Yo tengo una casa grande.	Who has a large house? I have a large house.
¿Quién tiene una casa de dos pisos? Yo (no) tengo una casa de dos pisos.	Who has a two-story house? I (do not) have a two-story house.

Write la casa grande, dos pisos, on the board, and have the children read with you and copy the words in their notebooks.

2. Point to the windows and say:

Esta casa tiene tres ventanas. ¿Cuántas ventanas tiene esta casa? Esta casa tiene tres ventanas.	This house has three windows. How many windows does this house have? This house has three windows.
¿Cuántas ventanas hay en el primer piso?	How many windows are there on the first floor?
Hay dos ventanas en el primer piso.	There are two windows on the first floor.
¿Cuántas ventanas hay en el segundo piso?	How many windows are there on the second floor?
Hay una ventana en el segundo piso.	There is one window on the second floor.

Write las ventanas on the board and have the class read with you and copy the words in their notebooks. Combine the words to read: La casa tiene tres ventanas (The house has three windows).

3. Point to the roof and say:

Niños, éste es el techo de la casa.	Children, this is the roof of the house.
¿Qué es éste?	What is this?
Es el techo de la casa.	It is the roof of the house.

Todas las casas tienen techo de diferentes colores.	All the houses have roofs of different colors.
¿De qué color es el techo de su casa?	What color is the roof on your house?
El techo de mi casa es rojo (blanco, negro, azul).	The roof on my house is red (white, black, blue).

Write el techo negro (blanco, rojo, azul) on the board and have the class read with you and copy the words in their notebooks. Combine the words to read: El techo de mi casa es negro (blanco, rojo, azul). (The roof on my house is black, white, red, blue.)

4. Point to the door of the house, and say:

En frente de mi casa hay una puerta.	In front of my house there is a door.
¿Qué hay en frente de mi casa?	What is there in front of my house?
En frente de mi casa hay una puerta.	In front of my house there is a door.

La puerta es para entrar en la casa.	The door is to enter into the house.
¿Para qué es la puerta?	What is the door for?
La puerta es para entrar.	The door is to enter.

Write la puerta, entrar, on the board and have the class read with you and copy in their notebooks. Combine the words to read: La puerta es para entrar.

5. Point to the number above the door, and say:

Niños, éste es el número de la casa.	Children, this is the house number.
¿Qué es éste?	What is this?
Este es el número de la casa.	This is the house number.
El número de esta casa es tres, cero, uno.	The number of this house is 301.

Write 301 on the board. Underneath the digits write out tres (3), cero (0), uno (1).

Have the children write their individual house numbers on the house.

Niños, escriban el número de su casa.	Children, write your own house number.

6. Point to the street in front of the house, and say:

En frente de la casa hay una calle.	In front of the house there is a street.
¿Qué hay en frente de la casa?	What is there in front of the house?
En frente de la casa hay una calle.	In front of the house there is a street.

Esta calle se llama la calle Montana.	This street is called Montana Street.
Esta casa está en la calle Montana, número tres, cero, uno.	This house is on (at) 301 Montana Street.

La familia vive en esta casa.	The family lives in this house.
¿Quién vive aquí?	Who lives here?
La familia vive aquí.	The family lives here.

¿Dónde vive la familia?	Where does the family live?
La familia vive en la calle Montana, número tres, cero, uno.	The family lives on (at) 301 Montana Street
¿Donde vive Ud.?	Where do you live?

Encourage as many children as possible to respond individually, giving you their addresses. Write several on the board: Vivo en la calle _______, número _______. Have the children copy their individual addresses in their notebooks.

Vivo en la calle Montana, número veinte catorce, a sus órdenes.	I live at 2014 Montana Street.

7. Point to the grass in front of the house, and say:

Niños, en frente de la casa hay mucho zacate verde.	Children, in front of the house there is a lot of green grass.
¿Qué hay en frente de la casa?	What is there in front of the house?
En frente de la casa hay mucho zacate verde.	In front of the house there is a lot of green grass.

Write Hay zacate verde on the board and have the children read the sentence with you and copy it.

8. Point to the flowers and say:

Niños, en frente de la casa hay también muchas flores.	Children, in front of the house there are also many flowers.
¿Qué son éstas?	What are these?
Estas son flores.	These are flowers.

¿De qué color son las flores?	What color are the flowers?
Las flores son de muchos colores.	The flowers are of many colors.

Write las flores on the board and have the children copy the words. Combine the words to make a sentence: Hay flores de muchos colores en frente de mi casa.(There are flowers of many colors in front of my house).

9. Point to the trees around and in front of the house, and say:

Niños, alrededor de mi casa hay árboles verdes.	Children, around my house there are green trees.
¿Qué hay alrededor de mi casa?	What is there around my house?

Alrededor de mi casa hay árboles verdes.	Around my house there are green trees.
¿Son grandes o chicos?	Are they large or small?
Son grandes.	They are large.

Write Los árboles son grandes y verdes. Read the sentence and have the children read with you. Have them sketch a large and a small tree and write árbol grande (large tree) and árbol chico (small tree) underneath.

Niños, dibujen un árbol grande y un árbol chico.	Children, draw a large tree and a small tree.
Escriban estas palabras: árbol grande, árbol chico.	Write these words: large tree, small tree.

10. Point to the various items listed as you discuss the house, and say:

Esta casa es de ladrillo rojo.	This house is of red brick.
¿De qué es esta casa?	What is this house made of?
Esta casa es de ladrillo.	This house is of brick.
¿Quién tiene una casa de ladrillo?	Who has a brick house?
Yo tengo una casa de ladrillo.	I have a brick house.
También hay casas de piedra.	There are also rock houses.
¿Quién tiene una casa de piedra?	Who has a rock house?
Yo tengo una casa de piedra.	I have a rock house.

Write ladrillo, piedra, on the board and have the class copy them. Combine to make sentences: Mi casa es de ladrillo, Mi casa es de piedra.

Esta casa tiene un techo negro y una chimenea roja.	This house has a black roof and a red chimney.
¿Qué tiene la casa?	What does the house have?
La casa tiene un techo y una chimenea.	The house has a roof and a chimney.
¿Quién tiene una chimenea en el techo de su casa?	Who has a chimney on the roof of the house?
Yo tengo una chimenea.	I have a chimney.

11. Flash a picture of a garden in front of the house, various kinds of flowers, and butterflies, and say:

En frente de la casa hay un jardín.	In front of the house there is a garden.
¿Qué hay en frente de la casa?	What is there in front of the house?
En frente de la casa hay un jardín.	In front of the house there is a garden.

Write el jardín on the board. Have the children read the word with you and use it in a sentence: Mi casa tiene un jardín (My house has a garden).

¿Qué hay en el jardín?	What are there in the garden?
En el jardín hay flores.	In the garden there are flowers.

Write hay flores and have the children read the phrase with you. Combine with el jardín to make a sentence: En el jardín hay flores (In the garden there are flowers). Have the children read the sentence.

¿Tiene Ud. un jardín?	Do you have a garden?
Yo tengo un jardín.	I have a garden.

¿Es grande su jardín?	Is your garden large?
Mi jardín es grande (chico).	My garden is large (small).

¿Qué hay en su jardín?	What are there in your garden?
En mi jardín hay muchas flores.	In my garden there are many flowers.

Flash a picture of various kinds of common flowers, such as roses, carnations, poppies, violets, zinnias, and larkspurs, and identify each kind:

Esta es una rosa (violeta, zinia, espuela, amapola).	This is a rose (violet, zinnia, larkspur, poppy).
Este es un clavel.	This is a carnation.

Write the names of the flowers on the board. Sketch each one and have the children sketch and label them in their notebooks.

Describe each flower:

Esta rosa es roja (blanca, amarilla).	This rose is red (white, yellow).
Esta violeta es morada.	This violet is purple.
Esta zinia es anaranjada.	This zinnia is orange.
Esta espuela es rosa.	This larkspur is pink.
Esta amapola es roja.	This poppy is red.
Este clavel es blanco.	This carnation is white.

¿Tiene Ud. rosas en su jardín?	Do you have roses in your garden?
Yo tengo rosas rojas en mi jardín.	I have red roses in my garden.

¿Qué clase de flores hay en su jardín?	What kind of flowers are there in your garden?
En mi jardín hay amapolas amarillas.	In my garden there are yellow poppies.

Show a picture of a butterfly, and say:

Esta es una mariposa.	This is a butterfly.
¿Qué es ésta?	What is this?
Esta es una mariposa.	This is a butterfly.

¿De qué colores son las mariposas?	What colors are butterflies?
Las mariposas son de muchos colores: amarillas y negras, y azules y gris.	Butterflies are of many colors: yellow and black, and blue and gray.

¿Dónde hay mariposas?	Where are there butterflies?
En el jardín hay mariposas.	In the garden there are butterflies.

¿Qué hacen las mariposas?	What do butterflies do?
Las mariposas vuelan.	Butterflies fly.

Write: las mariposas vuelan, el jardín. Have the class read the words and write them in their notebooks. Combine the words to read: Las mariposas vuelan en el jardín (Butterflies fly in the garden).

Flash a picture of a back yard showing a garage, a patio, gardens, etc., and say:

Niños, éste es el corral de la casa.	Children, this is the back yard of the house.
¿Qué es éste?	What is this?
Este es el corral de la casa.	This is the back yard of the house.

Point to the garage, and say:

En el corral hay un garaje para el automóvil.	In the back yard there is a garage for the car.
A veces el garaje esta al lado de la casa.	Sometimes the garage is on the side of the house.
¿Qué es éste?	What is this?
Este es el garaje.	This is the garage.
¿Dónde está el garaje?	Where is the garage?
El garaje está en el corral.	The garage is in the back yard.
¿Está su garaje en el corral?	Is your garage in the back yard?
Sí, señor, mi garaje está en el corral.	Yes, Sir, my garage is in the back yard.
No, señor, mi garaje está al lado de la casa.	No, Sir, my garage is on the side of the house.

Point to the patio (terrace), and say:

Este es el patio de mi casa.	This is the patio of my house.
¿Qué es éste?	What is this?
Este es el patio de mi casa.	This is the patio of my house.
¿Qué hay alrededor del patio?	What are there around the patio?
Alrededor del patio hay árboles.	Around the patio are trees.
También hay zacate.	There is grass, also.
También hay jardines.	There are gardens, too.

Point to the garbage can in the back yard, and say:

En el corral hay un bote para la basura.	In the back yard there is a garbage can.
Este es el bote de la basura.	This is the garbage can.
¿Qué es éste?	What is this?
Este es el bote de la basura.	This is the garbage can.
¿Qué hay en el bote?	What is there in the can?
En el bote hay basura.	In the can there is trash.
Se llama el bote de la basura.	It is called the garbage can.

Additional Class Drills

1. **Manner of indicating the address in Spanish:**

   a. Write 2010 Montana Street on the board. Underneath this write la calle Montana, número veinte diez.

En español siempre se dice la calle primero.	In Spanish one always says the street first.
La calle Montana, número veinte diez.	2010 Montana Street.
La calle Piedras, número diez veinte.	1020 Piedras Street.
Vivo en la calle Memphis, número 2210, a sus órdenes.	I live at 2210 Memphis Street.

   b. Ask individual children for their house numbers:

¿Dónde vive Ud.?	Where do you live?

   Encourage them to give you the isolated numbers at first; that is, dos, dos, tres, cinco. Now, put the number on the board: 2235. Isolate 22, veinte y dos; isolate 35, treinta y cinco. Combine: veinte y dos treinta y cinco. Have the child repeat the address: Vivo en la calle Montana, número veinte y dos treinta y cinco, a sus órdenes.

   Write the sentence on the board and have the class copy it. Read it together.

   c. Should a child live at an address with a "round figure" number (4000, 3200, 3600), put these on the board and have the child copy it so that he may learn:

4000	cuatro mil
3200	tres mil doscientos
3600	tres mil seiscientos.

   Note: Four-digit round numbers are expressed by mil.

   d. Should a child live at an address with a three-digit number (213, 114, 105), put these on the board also, and have the child copy his address:

   213, dos trece; 114, uno catorce; 105, uno cero cinco.

   Note: Addresses in three digits are expressed with the first number isolated and the last two combined except where there is a zero, in which case each digit is given separately.

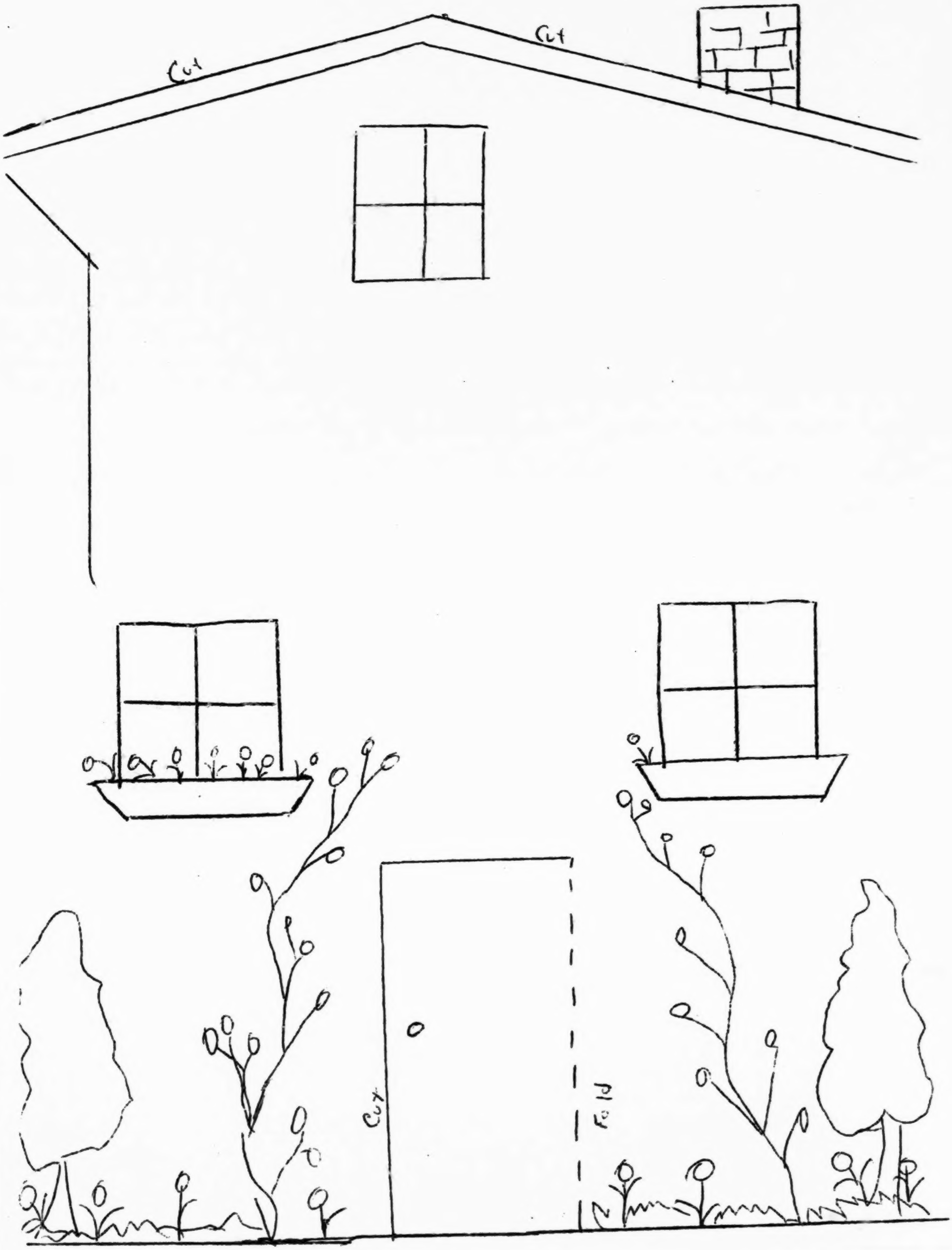
   e. Have children go to the board and write their addresses in English. Underneath, write the Spanish, and have them copy as many addresses as time permits.

2. Draw a house and have the children identify its parts in Spanish. Have a child come to the board and label the parts of the house identified. Have the children draw the house in their notebooks and label the parts in Spanish.

3. Formulate questions on the house and have individual children come to the board and point out the answers.

4. Teach numerals 261-270:

doscientos sesenta y uno	261
doscientos sesenta y dos	262
doscientos sesenta y tres	263
doscientos sesenta y cuatro	264
doscientos sesenta y cinco	265
doscientos sesenta y seis	266
doscientos sesenta y siete	267
doscientos sesenta y ocho	268
doscientos sesenta y nueve	269
doscientos setenta	270


Cut
Cut
Cut
Fold

UNIT VIII

MIDIENDO EL TIEMPO
(Timing Daily Activities)

New Words

como	I eat
la hora	hour
marca	he, she marks; you mark
me acuesto	I go to bed
me levanto	I get up
media	half
la medianoche	midnight
menos	less
el minuto	minute
miro	I look at (watch)
nos	(to) us
el recreo	recess
salen	they go out
salgo	I go out
se acuesta	he, she goes to bed; you go to bed
se levanta	he, she gets up; you get up
el trabajo	work

UNIT VIII

MIDIENDO EL TIEMPO
(Timing Daily Activities)

The purpose of this unit is to teach the fourth grader to tell time in Spanish and to relate daily activities to time.

1. Flash a picture of a clock and say:

Ninos, éste es un reloj.	Children, this is a clock.
¿Qué es éste?	What is this?
Este es un reloj.	This is a clock.
El reloj nos dice la hora y los minutos.	The clock tells us the hour and the minutes.
¿Qué nos dice el reloj?	What does the clock tell us?
El reloj nos dice la hora y los minutos.	The clock tells us the hour and the minutes.

2. Dial the hand of the clock to indicate each hour, and say:

Niños, vamos a contar las horas que marca el reloj.	Children, let's count the hours that the clock strikes.
Listos. Digan: la una,	Ready. Say: one o'clock,
las dos, las tres,	two o'clock, three o'clock,
las cuatro, las cinco,	four o'clock, five o'clock,
las seis, las siete,	six o'clock, seven o'clock,
las ocho, las nueve,	eight o'clock, nine o'clock,
las diez, las once, y	ten o'clock, eleven o'clock, and
las doce.	twelve o'clock.

3. Set the clock now to indicate any hour, as one o'clock, etc.:

Niños, ¿qué hora es?	Children, what time is it?
Es la una.	It is one o'clock.

Move the hour hand to indicate the following hours:

Niños, ¿qué horas son?	Children, what time is it?
Son las dos.	It is two o'clock.
Son las tres.	It is three o'clock.
Son las cuatro.	It is four o'clock.
Son las cinco.	It is five o'clock.
Son las seis.	It is six o'clock.
Son las siete.	It is seven o'clock.
Son las ocho.	It is eight o'clock.
Son las nueve.	It is nine o'clock.
Son las diez.	It is ten o'clock.
Son las once.	It is eleven o'clock.
Son las doce.	It is twelve o'clock.

4. Set the clock to indicate the half hour, as one-thirty, etc.

Niños, ¿qué hora es?	Children, what time is it?
Es la una y media.	It is one-thirty.

Move the hands of the clock to indicate thirty minutes past the hour:

Son las dos y media	It is two-thirty.
Son las tres y media.	It is three-thirty.
Son las cuatro y media.	It is four-thirty.
Son las cinco y media.	It is five-thirty.
Son las seis y media.	It is six-thirty.
Son las siete y media.	It is seven-thirty.
Son las ocho y media.	It is eight-thirty.
Son las nueve y media.	It is nine-thirty.
Son las diez y media.	It is ten-thirty.
Son las once y media.	It is eleven-thirty.
Son las doce y media.	It is twelve-thirty.

5. Set the clock to indicate fifteen minutes past the hour, as 1:15, etc.:

Niños, ¿qué hora es?	Children, what time is it?
Es la una y quince.	It is 1:15.

Move the hands of the clock to indicate fifteen minutes past the hours:

Son las dos y quince.	It is 2:15.
Son las tres y quince.	It is 3:15.
Son las cuatro y quince.	It is 4:15.
Son las cinco y quince.	It is 5:15.
Son las seis y quince.	It is 6:15.
Son las siete y quince.	It is 7:15.
Son las ocho y quince.	It is 8:15.
Son las nueve y quince.	It is 9:15.
Son las diez y quince.	It is 10:15.
Son las once y quince.	It is 11:15.
Son las doce y quince.	It is 12:15.

6. Set the clock to indicate fifteen minutes before the hour, as 1:45, etc.:

Niños, ¿qué horas son?	Children, what time is it?
Son las dos menos quince.	It is 1:45.

Move the hands of the clock to indicate fifteen minutes before the hours:

Son las tres menos quince.	It is 2:45.
Son las cuatro menos quince.	It is 3:45.
Son las cinco menos quince.	It is 4:45.
Son las seis menos quince.	It is 5:45.
Son las siete menos quince.	It is 6:45.
Son las ocho menos quince.	It is 7:45.
Son las nueve menos quince.	It is 8:45.
Son las diez menos quince.	It is 9:45.
Son las once menos quince.	It is 10:45.
Son las doce menos quince.	It is 11:45.

Note:
Es la una menos quince.
It is 12:45

7. Indicate twelve o'clock, noon:

Es mediodía.	It is noon.

Indicate twelve o'clock, midnight:

Es medianoche.	It is midnight.

Additional Classwork

1. Make clocks with movable hands out of poster paper. Have the class mark the hour of the day that you indicate in Spanish.

2. Flash pictures depicting activities engaged in at a certain time. Show a picture of children getting out of bed and dressing for school, and say:

Estos niños se levantan a las siete.	These children get up at 7:00.

Indicate 7:00 on the clock.

¿A qué hora se levantan estos niños?	At what time do these children get up?
Estos niños se levantan a las siete.	These children get up at 7:00.
¿A qué hora se levanta Ud.?	At what time do you get up?

Have the child indicate the hour on the clock and say:

Me levanto a las siete y quince.	I get up at 7:15.

3. Flash a picture of a classroom and say:

Estos niños entran a la escuela a las ocho y media.	These children enter school at 8:30.

Indicate 8:30 on the clock and ask:

¿A qué hora entran los niños a la escuela?	At what time do the children enter school?
Los niños entran a la escuela a las ocho y media.	The children enter school at 8:30.
¿A qué hora entra Ud. a la escuela?	At what time do you enter school?

Have child indicate the hour on the clock, and say:

Entro a la escuela a las ocho y quince.	I enter school at 8:15.

4. Flash a picture of children at play during recess, and say:

Estos niños juegan en el recreo a las diez.	These children play at recess at 10:00.

Indicate 10:00 on the clock.

¿A qué hora juegan estos niños en el recreo?	At what time do these children play at recess?
Los niños juegan en el recreo a las diez.	The children play at recess at 10:00.
¿A qué horas tiene Ud. su recreo?	At what time do you have your recess?

Have a child indicate the hour on the clock and say:

Yo tengo el recreo a las las diez y media.	I have my recess at 10:30.
¿A qué hora juega Ud.?	When do you play?
Juego a las diez y media.	I play at 10:30.

5. Flash a picture of children at lunch time, and say:

Los niños comen en la escuela a las once y media.	The children eat at school at 11:30.

Indicate 11:30 on the clock, and ask:

¿A qué hora comen estos niños?	At what time do these children eat?
Estos niños comen a las once y media.	These children eat at 11:30.
¿A qué hora come Ud. en la escuela?	At what time do you eat at school?

Have a child indicate the hour on the clock, and say:

Yo como a las doce.	I eat at 12:00.
Yo como al mediodía.	I eat at noon.
¿Y en su casa los domingos?	And at your home on Sundays?
En mi casa los domingos como a la una.	At home on Sunday I eat at 1:00.

6. Flash a picture of children on the way home from school and say:

Estos niños salen de la escuela a las dos y media.	These children get out of school at 2:30.
Van a casa.	They are going home.

Indicate 2:30 on the clock, and ask:

¿A qué hora van los niños a casa?	At what time do the children go home?
Los niños van a casa a las dos y media.	The children go home at 2:30.
¿A qué hora va Ud. a casa?	At what time do you go home?

Have a child indicate the hour on the clock and say:

Yo voy a casa a las tres y media.	I go home at 3:30.
Yo salgo de la escuela a las tres y media.	I leave school at 3:30.

7. Flash a picture of a family at the dinner table, and say:

La familia cena a las seis.	The family eats dinner at six.
Papá viene a casa a las seis.	Father comes home at six.

Indicate 6:00 on the clock, and ask:

¿A qué hora viene papá a casa?	At what time does Daddy come home?
Papá viene a casa a las seis.	Daddy comes home at six.
¿A qué hora cena la familia?	At what time does the family eat dinner?
La familia cena a las seis.	The family eats dinner at six.
¿A qué hora viene papá a la casa del trabajo?	At what time does Daddy come home from work?

Have a child indicate the hour on the clock, and say:

Papá viene a casa del trabajo a las seis.	Daddy comes home from work at 6:00.

8. Flash a picture of father leaving home for work, and say:

Papá va al trabajo a las siete y media.	Daddy goes to work at 7:30.

Indicate 7:30 on the clock, and ask:

¿A qué hora va papá al trabajo?	At what time does Daddy go to work?
Papá va al trabajo a las siete y media.	Daddy goes to work at 7:30.
¿A qué hora va su papá al trabajo?	What time does your father go to work?

Have child indicate the hour on the clock, and say:

Mi papá va al trabajo a las siete.	My father goes to work at 7:00.

9. Flash a picture of children getting ready for bed, and say:

Los niños se acuestan a las ocho.	The children go to bed at eight.

Indicate the hour on the clock, and ask:

¿A qué hora se acuestan los niños?	What time do the children go to bed?
Los niños se acuestan a las ocho.	The children go to bed at 8:00.
¿A qué hora se acuesta Ud.?	At what time do you go to bed?

Have the child indicate the hour on a clock, and say:

Me acuesto a las ocho y media.	I go to bed at 8:30.

10. Flash a picture of a family watching TV and say:

La familia mira la televisión a las siete.	The family watches TV at 7:00.

Indicate the hour on a clock and ask:

¿A qué hora mira la familia la televisión?	At what time does the family watch TV?
La familia mira la televisión a las siete.	The family watches TV at 7:00.
¿A qué hora mira Ud. la televisión?	At what time do you watch TV?
Yo miro la televisión a las cuatro.	I watch TV at 4:00.

11. Show a picture of the family at church, and say:

La familia va a la iglesia los domingos.	The family goes to church on Sunday.
¿A dónde va la familia los domingos?	Where does the family go on Sunday?
La familia va a la iglesia los domingos.	The family goes to church on Sunday.
La familia va a la iglesia a las nueve.	The family goes to church at 9:00.

Indicate the hour, and ask:

¿A qué hora va la familia a la iglesia?	At what time does the family go to church?
La familia va a la iglesia a las nueve.	The family goes to church at 9:00.
¿A qué hora va Ud. a la iglesia?	At what time do you go to church?

Have a child indicate the hour and say:

Yo voy a la iglesia a las nueve y media.	I go to church at 9:30.

12. Make diagrams of clocks. Have the children make individual clocks. Name an activity in Spanish and have individual children tell what they do in that activity, indicating the time on their individual clocks.

¿Qué hace Ud. a las siete?	What do you do at 7:00?
A las siete me levanto.	I get up at 7:00.
A las ocho y media entro en la escuela.	I enter school at 8:30.
A las diez, juego.	I play at 10:00.
Como a las once y media.	I eat at 11:30.
Salgo de la escuela a las tres y media.	I get out of school at 3:30.
Yo ceno a las seis.	I eat dinner at 6:00.

Extended Activities

1. Subrayen la palabra.	Underline the right words.
A las siete de la mañana:	At seven in the morning:
me levanto.	I get up.
me acuesto.	I go to bed.
voy a la escuela.	I go to school.
A las ocho y media de la mañana:	At eight-thirty in the morning:
Como.	I eat.
miro la televisión.	I watch television.
voy a la escuela.	I go to school.
A las _______:	At (teacher fills in time of recess):
juego en el recreo.	I play at recess.
como.	I eat.
me voy a casa.	I go home.
A las _______:	At (teacher fills in lunch time):
me acuesto.	I go to bed.
miro la televisión.	I watch television.
como.	I eat.
A las tres y media:	At three-thirty:
me voy a casa.	I go home.
estudio.	I study.
me acuesto.	I go to bed.
2. Completen las frases:	Complete the sentences:
Voy a la iglesia a las ______.	I go to church at ________.
Me levanto a las ____________.	I get up at _________.
Ceno a las __________.	I eat dinner (supper) at ________.
Mi familia mira la televisión a las _____________.	My family watches television at ____________.
Mi papá se va al trabajo a las ___________.	My daddy goes to work at ____________.

3. Teach numerals 271-280:

doscientos setenta y uno	271
doscientos setenta y dos	272
doscientos setenta y tres	273
doscientos setenta y cuatro	274
doscientos setenta y cinco	275
doscientos setenta y seis	276
doscientos setenta y siete	277
doscientos setenta y ocho	278
doscientos setenta y nueve	279
doscientos ochenta	280

UNIT IX

EL FIN DE SEMANA
(Weekend Activities)

New Words

a pie	afoot
el fin de semana	weekend
hacen	they do
menos	except
montamos a caballo	we ride on horseback
la reunión	meeting
sabe	he, she knows; you know
vengo	I come
viaja	he, she travels; you travel
viajo	I travel
vienen	they come
visita	he, she visits; you visit
visito	I visit

UNIT IX

EL FIN DE SEMANA
(Weekend Activities)

1. Flash a picture of a classroom and say:

Estos niños están en la escuela.	These children are at school.
¿Dónde están los niños?	Where are the children?
Los niños están en la escuela.	The children are at school.
Los niños vienen a la escuela el lunes, el martes, el miércoles, el jueves, y el viernes.	The children come to school on Monday, Tuesday, Wednesday, Thursday, and Friday.
¿Cuándo vienen los niños a la escuela?	When do the children come to school?
Los niños vienen a la escuela el lunes, el martes, el miércoles, el jueves, y el viernes.	The children come to school on Monday, Tuesday, Wednesday, Thursday, and Friday.
¿A qué hora vienen a la escuela?	At what time do they come to school?
Vienen a la escuela a las ocho.	They come to school at eight.
¿Cuándo viene Ud. a la escuela?	When do you come to school?
Vengo a la escuela el lunes, el martes, el miércoles, el jueves, y el viernes.	I come to school on Monday, Tuesday, Wednesday, Thursday, and Friday.
Vengo a la escuela todos los días.	I come to school every day.
¿A qué hora?	At what time?
Vengo a las ocho.	I come at eight.
Los niños van a la escuela todos los días menos el sábado y el domingo.	The children go to school every day except Saturday and Sunday.
¿Viene Ud. a la escuela el sábado y el domingo?	Do you come to school on Saturday and Sunday?
No vengo a la escuela el sábado y el domingo.	I don't come to school on Saturday or Sunday.
El sábado y el domingo se llaman el fin de semana.	Saturday and Sunday are called the weekend.
No hay clases en la escuela.	There are no classes at school.
¿Están en la casa.	They are at home.
La maestra no va a la escuela.	The teacher doesn't go to school.
¿Cómo se llaman el sábado y el domingo?	What are Saturday and Sunday called?
El sábado y el domingo se llaman el fin de semana.	Saturday and Sunday are called the weekend.
¿Van a la escuela el fin de semana?	Do you go to school on weekend?
No, señor, no vamos a la escuela el fin de semana.	No, Sir, we don't go to school on weekend.

Viene la maestra a la escuela el fin de semana?	Does the teacher come to school on weekends?
No, señor, la maestra no viene a la escuela el fin de semana.	No, Sir, the teacher doesn't come to school on weekends.

2. Flash a picture of children at a baseball game, and say:

El sábado los niños juegan al béisbol.	On Saturday the children play baseball.
¿Qué hacen los niños el sábado?	What do the children do on Saturday?
Los niños juegan béisbol el sábado.	The children play baseball on Saturday.
¿Qué juega Ud. el sábado?	What do you play on Saturday?
Yo juego béisbol el sábado.	I play baseball on Saturday.
Yo juego fútbol el sábado.	I play football on Saturday.
Yo juego a las canicas el sábado.	I play marbles on Saturday.
Yo juego al trompo.	I play tops.
¿A qué horas juega Ud.?	At what time do you play?
Yo juego a las nueve de la mañana.	I play at nine in the morning.
Yo juego a las dos de la tarde.	I play at two in the afternoon.

3. Flash a picture of a meeting of Boy or Cub Scouts, Girl Scouts, or Brownies, or other club, and say:

Estos niños son "Boy Scouts."	These boys are Boy Scouts.
Están en una reunión.	They are at a meeting.
¿Dónde están los niños?	Where are the boys?
Los niños están en una reunión.	The children are at a meeting.
¿Es Ud. Boy (Cub) Scout (Girl Scout, Brownie)?	Are you a Boy (Cub) Scout,(Girl Scout, Brownie)?
Sí (no), señor, yo (no) soy Boy Scout.	Yes (no), Sir, I am (not) a Boy Scout.
¿Va Ud. a las reuniones?	Do you go to the meetings?
Voy a las reuniones.	I go to the meetings.
¿Cuándo?	When?
Los sábados por la mañana.	On Saturday mornings.
Los lunes en la tarde.	On Monday afternoon.
¿A qué hora?	At what time?
A las diez de la mañana.	At 10:00 A.M.

4. Flash a picture of a swimming pool and say:

Los niños van a nadar el sábado.	Children go swimming on Saturday.
Estos niños nadan.	These children are swimming.
¿Qué hacen los niños?	What are the children doing?
Los niños nadan.	The children swim.
¿Va Ud. a nadar el sábado?	Do you go swimming on Saturday?
Yo voy a nadar en el Y.	I go swimming at the "Y."
Yo voy a nadar el domingo en el parque.	I go swimming on Sunday at the park.

¿Sabe Ud. nadar?	Do you know how to swim?
Yo (no) sé nadar.	I (don't) know how to swim.
Mi papá va a nadar conmigo.	My daddy goes to swim with us.
El cuida a los niños en el agua.	He watches the children in the water.

5. Flash a picture of a party, and say:

Los niños van a una fiesta el sábado.	Children go to a party on Saturday.
Esta es una fiesta de cumpleaños.	This is a birthday party.
¿Qué es ésta?	What is this?
Esta es una fiesta de cumpleaños.	This is a birthday party.
¿Va Ud. a fiestas el fin de semana?	Do you go to parties on weekends?
Yo voy a fiestas el fin de semana.	I go to parties on weekends.
Voy a una fiesta de cumpleaños.	I am going to a birthday party.
¿Con quién va Ud. a la fiesta?	With whom do you go to the party?
Yo voy con mi hermano a la fiesta.	I am going with my brother to the party.
¿Qué come Ud. en la fiesta?	What do you eat at the party?
Como pastel con nieve.	I eat cake with ice cream.

6. Flash a picture of the family traveling by car, and say:

La familia viaja el fin de semana.	The family travels on weekends.
Esta familia va al rancho de los abuelitos.	This family is going to the grandparents' farm.
¿Qué hace esta familia?	What is this family doing?
Esta familia viaja.	The family is traveling.
¿Para dónde viaja?	Where is it traveling to?
Viaja al rancho.	It is traveling to the farm.
¿Viaja Ud. el fin de semana?	Do you travel on weekends?
Yo viajo para el rancho el domingo.	I travel to the farm on Sunday.
Yo viajo para _________ el fin de semana.	I travel to _________ on the weekend.
¿Qué hay en el rancho?	What are there on the farm?
En el rancho hay caballos, vacas, y gallinas.	On the farm there are horses, cows, and chickens.

7. Flash a picture of the family at a visit and say:

En el fin de semana la familia visita.	On the weekend the family visits.
La familia visita a los abuelitos.	The family visits the grandparents.
La familia visita a sus amigos.	The family visits their friends.
¿Qué hace la familia el domingo?	What does the family do on Sunday?
La familia visita a los abuelitos.	The family visits the grandparents.
La familia visita a sus amigos.	The family visits their friends.

¿Visita Ud. a sus amigos?	Do you visit your friends?
Yo visito a mis amigos.	I visit my friends.
¿Qué hacen?	What do you do?
Jugamos, comemos, nadamos, y montamos a caballo.	We play, we eat, we swim, and we ride on horseback.

8. Flash a picture of the family going to church, and say:

Los domingos la familia va a la iglesia.	On Sunday the family goes to church.
¿A dónde va la familia?	Where is the family going?
La familia va a la iglesia.	The family is going to church.
¿Cuándo van a la iglesia?	When do they go to church?
Van a la iglesia el domingo en la mañana.	They go to church on Sunday morning.
¿Va Ud. a la iglesia el domingo?	Do you go to church on Sunday?
Voy a la iglesia el domingo.	I go to church on Sunday.
¿A qué horas va?	At what time do you go?
Voy a la iglesia a las ocho.	I go to church at eight.
¿Con quién va Ud. a la iglesia?	With whom do you go to church?
Voy a la iglesia con mi papá y mi mamá (con mi hermano, tío, tía, primo).	I go to church with my father and mother (with my brother, uncle, aunt, cousin).
¿Va en automóvil?	Do you go by car?
A veces vamos en automóvil.	Sometimes we go by car.
A veces vamos a pie.	Sometimes we go afoot.

Extended Activities

1. Dramatization.

A Scout meeting. Select a boy to be "Scout Master" and have him call on other children to discuss plans for an outing.

Plan a birthday party.

2. Diciendo y mostrando:	Show and tell about:
Colección de piedras	Rock collection
Colección de timbres (estampillas)	Stamp collection
Colección de monedas.	Coin collection.

3. Teach numerals 281-290:

doscientos ochenta y uno	281
doscientos ochenta y dos	282
doscientos ochenta y tres	283
doscientos ochenta y cuatro	284
doscientos ochenta y cinco	285
doscientos ochenta y seis	286
doscientos ochenta y siete	287
doscientos ochenta y ocho	288
doscientos ochenta y nueve	289
doscientos noventa	290

UNIT X

UN VIAJE A MÉXICO
(A Trip to Mexico)

New Words

A. De Viaje a México (On the Way to Mexico)

saben	they know
México	Mexico

B. En El Tren (On the Train)

el camino	way
el campo	field
corre	he, she runs; you run
ligero, -a	fast
oyen	they hear
el pito	whistle
el río	river
suena	it whistles

C. La Familia Llega a la Capital de México (The Family Arrives in Mexico City)

agradable	nice
la Capital de México	Mexico City
el clima	climate
de día	daytime
de noche	at night
desde	from
el hotel	hotel
el libre	taxi
llega	he, she arrives; you arrive
ni	nor
quieren	they want
recibe	he, she receives; you receive
el veliz	suitcase
el volcán	volcano

D. Un Paseo Por La Capital de México (A Walk in Mexico City)

el camión	bus
la catedral	cathedral
da un paseo	he, she takes a walk; you take a walk
el edificio	building
hermoso, -a	beautiful
mexicano, -a	Mexican
moderno, -a	modern
el monumento	monument
la plaza	square
principal	main
el transporte	transportation
el tranvía	streetcar
el zócalo	main square (plaza)

E. En Un Café (At a Café)

café	cafe, restaurant
está vestido, -a	he, she is dressed; you are dressed
la gente	people
los huaraches	sandals
el rebozo	shawl
el sitio	place

F. Una Comida Mexicana (A Mexican Meal)

da	he, she gives; you give
desea	he, she wishes; you wish
escribe	he, she writes; you write
el guacamole	avocado salad
el inglés	English
el menú	menu
el mesero	waiter
el platillo	dish
¡Sírvame!	Serve me!
¡Traduzca!	Translate!
trae	he, she brings; you bring

G. En El Mercado (In the Marketplace)

enseña	he, she shows; you show
extraño, -a	strange
gritan	they scream
el mango	mango
el mercado	marketplace
la papaya	papaya
el peso	Mexican peso
el puesto	stall
el sarape	sarape
simpático, -a	nice
vendedor	seller

UNIT X
UN VIAJE A MÉXICO

(A Trip to Mexico)

Objective: The purpose of this unit is to introduce fourth grade children to a study of Mexico.

Teaching Procedures: By series of pictures the children will follow the trip into Mexico made by two fictional children and their parents. The Spanish teacher will explain the pictures and converse with the children about them.

Teaching Materials: Pictures of a family traveling by plane, train, and car. Scenes of Mexico, foods, and fruits as called for in the readings.

A. De Viaje a México (On the Way to Mexico)

Reading:

En las vacaciones la familia Smith va a México.	During vacation the Smith family is going to Mexico.
No saben como ir.	They don't know how to go.
La niña, Luisa, quiere ir por tren.	The girl, Louise, wants to go by train.
El niño, Pepe, quiere ir en el automóvil.	The boy, Joe, wants to go by car.
El señor Smith, el papá, quiere ir por avión.	Mr. Smith, the father, wants to go by plane.
La señora Smith, la mamá, quiere ir por tren.	Mrs. Smith, the mother, wants to go by train.

Questions and Answers for Conversation:

1.	A dónde va la familia Smith?	Where is the Smith family going?
	La familia Smith va a México.	The Smith family is going to Mexico.
2.	¿Cuándo va la familia a México?	When is the family going to Mexico?
	La familia va a México en las vacaciones.	The family is going to Mexico during vacation.
3.	¿Saben como ir a México?	Do they know how to go to Mexico?
	No, señor, no saben como ir a México.	No, Sir, they don't know how to go to Mexico.
4.	¿Cómo quiere ir la niña?	How does the girl want to go?
	La niña quiere ir por tren.	The girl wants to go by train.
5.	¿Cómo quiere ir el niño?	How does the boy want to go?
	El niño quiere ir por automóvil.	The boy wants to go by car.
6.	¿Cómo quiere ir el papá?	How does the father want to go?
	El papá quiere ir por avión.	The father wants to go by plane.

7. **¿Cómo quiere ir la mamá? La mamá quiere ir por tren.**	**How does the mother want to go? The mother wants to go by train.**
8. **¿Cómo le gusta a Ud. ir a México? Me gusta ir a México por avión (automóvil, tren).**	**How do you like to go to Mexico? I like to go to Mexico by plane (car, train).**

Extended Activities

Completen con retratos (Complete with pictures):

Mamá quiere ir por (Mother wants to go by):

Papá quiere ir por (Father wants to go by):

El niño quiere ir en (The boy wants to go on the):

Yo quiere ir por (I want to go by):

Dramatización de la familia en la sala hablando sobre el viaje a México.	**Dramatization of the family in the living room planning the trip to Mexico.**

B. En El Tren (On the Train)

Reading:

La familia Smith va a México por tren.	The Smith family is going to Mexico by train.
Es un tren mexicano.	It is a Mexican train.
No es muy grande.	It isn't very large.
El el camino los niños ven los campos.	On the way the children look at the fields.
Ven árboles de fruta, ríos, ranchos, maíz, burros, y vacas.	They see fruit trees, rivers, farms, corn, donkeys, and cows.
El tren no corre tan ligero como el norteamericano.	The train does not run as fast as the North American.
Los niños oyen el pito del tren cuando suena.	The children hear the train whistle when it whistles.
Luisa tiene hambre.	Louise is hungry.
La familia va al comedor del tren para comer.	The family goes to the dining car to eat.

Questions and Answers for Conversation:

1.	¿En qué va la familia Smith a México?	In what does the Smith family go to Mexico?
	La familia Smith va a México por tren.	The Smith family goes to Mexico by train.
2.	¿Qué clase de tren es?	What kind of train is it?
	Es un tren mexicano.	It is a Mexican train.
3.	¿Cómo es?	Describe it.
	El tren no es muy grande.	It isn't very large.
4.	¿Qué ven los niños por las ventanas?	What do the children see through the windows?
	Los niños ven los campos, los árboles de fruta, los ríos, ranchos, maíz, burros, y vacas.	The children see the fields, the fruit trees, the rivers, farms, corn, donkeys, and cows.
5.	¿Cómo corre el tren?	How does the train run?
	El tren no corre muy ligero.	The train does not run very rapidly.
6.	¿Qué oyen los niños?	What do the children hear?
	Los niños oyen el pito del tren.	The children hear the train whistle.

Extended Activities

Dramatization of the scene on the train.

C. La Familia Llega a la Capital de México (The Family Arrives in Mexico City)

Reading

Después de dos días de viaje por tren la familia llega a la capital de México.	After two days of travel by train the family arrives in Mexico City.
Es de noche.	It is at night.
Los niños quieren ver los volcanes.	The children want to see the volcanoes.
--¿Dónde están?--preguntan.	"Where are they?" they ask.
--Mañana los vemos de día desde la ciudad,--papá dice.	"Tomorrow we will see them by day from the city," Daddy says.
--¡Que bonito clima!--dice mamá.	"What nice climate," says Mother.
--Es un clima agradable. No hace calor ni frío,--dice papá.	"It is a nice climate. It isn't warm or cold," says Father.
La familia recibe los velices y van en un libre al hotel.	The family receives the suitcases and go in a taxi to the hotel.

Questions and Answers for Conversation

1.	¿A dónde llega la familia? La familia llega a la capital de México.	Where does the family arrive? The family arrives in Mexico City.
2.	¿Cuántos días van en el tren? Van en el tren dos días.	How many days are they in the train? They are on the train two days.
3.	¿Es de día o de noche cuando llegan? Es de noche cuando llegan.	Is it daytime or nighttime when they arrive? It is nighttime when they arrive.
4.	¿Qué quieren ver los niños primero? Los niños quieren ver los volcanes primero.	What do the children want to see first? The children want to see the volcanoes first.
5.	¿Hace calor en México? No hace calor en México.	Is it warm in Mexico? It isn't warm in Mexico.
6.	¿Hace frío en México? No hace frío en México.	Is it cold in Mexico? It isn't cold in Mexico.
7.	¿Cómo es el clima? Es agradable.	How is the climate? It is nice.
8.	¿A dónde va la familia? La familia va al hotel.	Where does the family go? The family goes to the hotel.
9.	¿En qué van al hotel? Van en un libre.	In what do they go to the hotel? They go in a taxi.

Extended Activities

Subraye la palabra correcta.	Underline the right words.
1. La familia va en el tren:	The family rides on the train:
dos días.	two days.
cuatro días.	four days.
seis días.	six days.
2. Llegaron:	They arrived:
en la mañana.	in the morning.
en la tarde.	in the afternoon.
de noche.	at night.
3. El clima es:	The climate is:
frío.	cold.
agradable.	nice.
caliente.	hot.
4. Se van al hotel:	They go to the hotel:
por tren.	by train.
por avión.	by airplane.
por libre.	by taxi.
5. El primer día quieren ver:	The first day they want to see:
los volcanes.	the volcanoes.
las iglesias.	the churches.
las escuelas.	the schools.

Enseñen las peliculas de México (Show the films about Mexico).

D. Un Paseo Por La Capital De México (A Walk in Mexico City)

Reading

En la mañana la familia da un paseo por la capital de México.	In the morning the family takes a walk in Mexico City.
En las calles ven a muchos niños mexicanos que van a la escuela.	In the streets they see many Mexican children who are going to school.
Ven edificios grandes y modernos.	They see large and modern buildings.
Ven camiones y tranvías.	They see buses and streetcars.
Ven automóviles modernos y nuevos.	They see modern new cars.
Ven parques hermosos y monumentos grandes.	They see beautiful parks and large monuments.
Ven muchas iglesias hermosas.	They see many beautiful churches.
Entran en la catedral en frente del Zócalo.	They enter the cathedral in front of of the main plaza.

Questions and Answers for Conversation and Discussion

1.	¿Qué da la familia en la mañana?	What does the family take in the morning?
	La familia da un paseo por la capital de México en la mañana.	The family takes a walk through Mexico City in the morning.
2.	¿Qué ven en la calle?	What do they see in the street?
	En la calle ven a muchos niños mexicanos.	In the street they see many Mexican children.
3.	¿A dónde van los niños mexicanos?	Where are the Mexican children going?
	Los niños mexicanos van a la escuela.	The Mexican children are going to school.
4.	¿Cómo son los edificios en la capital de México?	What do the buildings look like in Mexico City?
	Los edificios en la capital de México son grandes y modernos.	The buildings in Mexico City are large and modern.
5.	¿Qué clase de transportes hay en México?	What kinds of transportation are found in Mexico?
	En México hay camiones, tranvías, automóviles, y trenes.	In Mexico there are buses, streetcars, cars, and trains.
6.	¿Qué hay en los parques?	What are there in the parks?
	En los parques hay monumentos.	In the parks there are monuments.
7.	¿Dónde está la catedral de México?	Where is the cathedral of Mexico?
	La catedral de México está en frente del Zócalo.	The cathedral of Mexico is in front of the main plaza.
8.	¿Qué es el Zócalo?	What is the "zócalo?"
	El Zócalo es la plaza principal en frente de la catedral.	The "zócalo" is the main square in front of the cathedral.

Extended Activities

1. Show slides of parks, buildings, and monuments in Mexico City.
2. List the names of buildings, parks, etc., on the board for children to copy.
3. Find pictures to illustrate buildings, parks, etc.

E. En Un Café (At a Cafe)

Reading

Después del paseo por la ciudad la familia va a un café mexicano.	After the walk around the city the family goes to a Mexican cafe.
El café es un sitio para comer.	The cafe is a place to eat.
Hay muchas mesas con manteles y sillas.	There are many tables with tablecloths and chairs.
La familia se sienta cerca de la ventana para ver a la calle.	The family sits near the window to see out into the street.
En el café ven mucha gente vestida como la gente de los Estados Unidos.	In the cafe they see many people dressed like the people in the United States.
En la calle ven a algunos hombres vestidos de pantalones blancos, camisa blanca, huaraches, sombrero de paja, y un sarape.	In the street they see some men dressed in white trousers, white shirt, sandals, straw hat, and a sarape.
Algunas mujeres usan falda larga de muchos colores, blusa blanca, y rebozo.	Some women wear a long skirt of many colors, white blouse, and shawl.
También, ven charros y chinas poblanas.	They also see charros and chinas poblanas.

Questions for Conversation and Discussion

1.	¿A dónde va la familia después del paseo? La familia va al café después del paseo.	Where does the family go after the walk? The family goes to the cafe after the walk.
2.	¿Qué hay en el café? En el café hay mesas y sillas y mucha gente.	What are there in the cafe? In the cafe there are tables and chairs and a lot of people.
3.	¿Dónde se sienta la familia? La familia se sienta cerca de la ventana.	Where does the family sit? The family sits near the window.
4.	¿Por qué se sientan cerca de la ventana? Se sientan cerca de la ventana para ver a la calle.	Why do they sit near the window? They sit near the window to see out into the street.
5.	¿Cómo se viste la gente en el café? La gente en el café se viste como la gente de los Estados Unidos.	How are the people in the cafe dressed? The people in the cafe are dressed like the people in the United States.

6. En la calle, ¿qué usan algunos hombres? En la calle algunos hombres usan pantalones blancos, camisa blanca, huaraches, sombrero de paja, y un sarape.	In the street, what are some of the men wearing? In the street some men wear white trousers, white shirt, sandals, straw hat, and a sarape.
7. ¿Qué usan algunas mujeres? Algunas mujeres usan falda larga de muchos colores, blusa blanca, y un rebozo.	What do some women wear? Some women wear a long skirt of many colors, a white blouse, and a shawl.
8. ¿Qué más ven en la calle? En la calle ven los charros y las chinas poblanas.	What else do they see in the street? On the street they see the charros and chinas poblanas.

Extended Activities

Library Reading. Have children go to the library and read about Mexican heroes or Mexican holidays. Have them report orally to the class in English. Select several reports from each category to write on the board in Spanish. Give their significance in English. Have the children copy them in their notebooks.

F. Una Comida Mexicana (A Mexican Meal)

Reading

Cuando la familia está sentada, un mesero viene.	When the family is seated, a waiter comes.
Da un menú a cada uno de ellos.	He gives a menu to each of them.
Está en español.	It is in Spanish.
Los niños hablan poco español.	The children speak a little Spanish.
El mesero habla poco inglés.	The waiter speaks a little English.
--¿Hay hot dogs?--pregunta el niño.	"Are there any hot dogs?" asks the boy.
--¿Hay hamburguesas?--pregunta la niña.	"Are there any hamburgers?" asks the girl.
El mesero dice:--Hay solamente platillos mexicanos.	The waiter says, "There are only Mexican plates."
--Traduzca el menú,--dice el papá.	"Translate the menu," says the father.
El mesero dice:--Hay enchiladas, tamales, tacos, chile verde, frijoles, y sopa de arróz.	The waiter says, "There are enchiladas, tamales, tacos, green chili, beans, and Spanish rice."
--También hay gallina frita, guacamole, caldillo, carne, y verduras.--	"Also, there are fried chicken, avocado salad, stew, meat, and vegetables."
Papá dice:--Sírvame enchiladas con frijoles y sopa de arróz.	Daddy says, "Serve me enchiladas with beans and Spanish rice."
Mamá dice:--A mí sírvame chile verde, tacos, y sopa de arróz.	Mother says, "Serve me green peppers, tacos, and Spanish rice."
El niño desea gallina frita con papas.	The boy wants fried chicken with potatoes.
La niña desea una ensalada de guacamole, sopa de arróz, y frijoles.	The girl wants an avocado salad, Spanish rice, and beans.
El mesero escribe todo y pronto trae los platillos.	The waiter writes it all and soon brings the dishes.
También trae tortillas, café, y postre de frutas.	He also brings tortillas, coffee, and fruit dessert.

Questions for Conversation and Discussion

1.	¿Quién viene a la mesa de la familia? El mesero viene a la mesa.	Who comes to the family's table? The waiter comes to the table.
2.	¿Qué da a cada uno? Da un menú a cada uno.	What does he give to each one? He gives a menu to each one.
3.	¿Está en español o en inglés? Está en español.	Is it in Spanish or in English? It is in Spanish.
4.	¿Le gusta a Ud. la comida mexicana? Sí, señor, me gusta la comida mexicana.	Do you like Mexican food? Yes, Sir, I like Mexican food.

5. ¿Qué le gusta?	What do you like?
Me gustan las enchiladas, los tacos, los frijoles, y el chile verde con queso.	I like enchiladas, tacos, beans, and green chili with cheese.

Additional Class Drills

Dramatize a scene at a cafe with the family ordering various foods. Have various children take roles of the waiter, the father, the mother, and the children.

Extended Activities

Make a menu for a Mexican dinner. Have the children bring recipes for Mexican foods and read them to the class.

G. En El Mercado (In the Marketplace)

Reading

Un día la familia va al mercado.	One day the family goes to the marketplace.
En el mercado hay muchos vendedores.	In the marketplace there are many sellers.
Hay puestos de frutas, verduras, ollas, flores, y sarapes.	There are stalls for fruit, vegetables, pots, flowers, and sarapes.
Hace mucho ruido la gente.	The people make a lot of noise.
Los vendedores gritan:-- ¡Flores, aquí hay flores!	The sellers shout, "Flowers, here are flowers!"
Los niños van al puesto de las frutas y ven muchas frutas extrañas.	The children go to the fruit stall and see many strange fruits.
--¿Qué son estas frutas?--preguntan.	"What are these fruits?" they ask.
El vendedor es muy simpático.	The seller is very nice.
El les enseña todas las frutas.	He shows them all the fruits.
--Estos son mangos. Estas son naranjas. Estas son papayas.--	"These are mangoes. These are oranges. These are papayas."
En el puesto hay muchas otras frutas: manzanas, peras, uvas, y duraznos.	In the stall there are many other fruits: apples, pears, grapes, and peaches.
--¿Cuánto cuesta un mango?--pregunta el niño.	"How much is a mango?" asks the boy.
--Cuesta veinte centavos.	"It costs 20 cents."
--Deme uno, por favor.	"Give me one, please."
En otro puesto hay verduras.	In another stall there are vegetables.
Hay tomates, zanahorias, lechuga, repollo, y aguacates.	There are tomatoes, carrots, lettuce, cabbage, and avocadoes.
Los niños no compran verduras.	The children do not buy vegetables.
Pero compran un sarape muy bonito.	But they buy a very pretty sarape.
Cuesta veinte pesos.	It costs 20 pesos.

Questions for Conversation and Discussion

1.	¿A dónde va la familia un día? Un día la familia va al mercado.	Where does the family go one day? One day the family goes to the marketplace.
2.	¿Dónde están los vendedores? Los vendedores están en el mercado.	Where are the sellers? The sellers are in the marketplace.
3.	¿Qué hacen? Los vendedores venden.	What do they do? The sellers sell.
4.	¿Qué venden en los puestos? Los vendedores venden frutas, verduras, ollas, flores, y sarapes.	What do they sell in the stalls? The sellers sell fruit, vegetables, pots, flowers, and sarapes.

5.	¿Qué pregunta Ud. al vendedor? ¿Cuánto cuestan las manzanas?	What do you ask the seller? How much are the apples?
6.	¿Qué compran los niños? Los niños compran un mango y un sarape.	What do the children buy? The children buy a mango and a sarape.
7.	¿Por qué les gusta el mercado a los niños? Les gusta el mercado porque hay mucha gente, mucho que ver, y muchas flores.	Why do the children like the marketplace? They like the marketplace because there are a lot of people, much to see, and many flowers.

Additional Class Drill

Enact a market scene. Have some children play parts of various sellers and other children play parts of buyers. Let them sell and buy objects in picture form.

Extended Activities

1.	Hagan un mural describiendo la vida en México.	Make a mural or frieze describing life in Mexico.
2.	Un viaje al mercado de Juárez.	A trip to the Juarez market.

3. Make a market scene, illustrating booths and writing in foods to be sold.

4. Teach numerals 291-300:

doscientos noventa y uno	291
doscientos noventa y dos	292
doscientos noventa y tres	293
doscientos noventa y cuatro	294
doscientos noventa y cinco	295
doscientos noventa y seis	296
doscientos noventa y siete	297
doscientos noventa y ocho	298
doscientos noventa y nueve	299
trescientos	300

UNIT XI

LOS DÍAS DE FIESTA, EL TIEMPO, PRESENTACIONES, Y EL CIRCO
(Holidays, Seasons and Weather, Introductions, and the Circus)

In the first, second, third, and fourth grades holidays, weather and seasons, introductions, and the circus play an important part in the lives of the children. These activities lend themselves easily to integration with the teaching of Spanish, since the activities are carried on in English in the regular classroom and are followed in Spanish during the Spanish class period. The children, therefore, enjoy identical experiences in both languages.

The concepts of the activity at hand are established in the minds of the children from classroom surroundings, making it an enjoyable activity when presenting the motifs and when presenting the activities of the unit in Spanish.

Most of these activities in Spanish class consist of coloring drawings prepared beforehand or of creating symbolic representations depicting the vocabulary to be treated. Songs usually play an important role.

Although the children may not remember all of the vocabulary presented with each activity, repetition of these vocabularies through several years in the language study of the child will make these words a part of his living experience.

These units are included to be used whenever the occasion arises in the course of the first, second, third, and fourth grades.

LOS DÍAS DE FIESTA
(Holidays)

New Words

Sixteenth of September

el águila	eagle
colorado, -a	red
el cuatro de julio	Fourth of July
el coro	chorus
el día de fiesta	holiday
el Día de Independencia	Independence Day
los Estados Unidos	United States
México	Mexico
el nopal	cactus
sentado, -a	seated
septiembre	September

Columbus Day

la carabela	sailboat
Cristóbal Colón	Christopher Columbus
el doce de octubre	October 12th
España	Spain

LOS DÍAS DE FIESTA
(Holidays)

El Diez y Seis de Septiembre
(The Sixteenth of September)

Niños, hoy es	Children, today is
el diez y seis de septiembre.	September 16th.
Niños, el diez y seis de septiembre	Children, the 16th of September
es un día muy grande en México.	is a very important holiday in Mexico.
Es como el cuatro de julio en los	It is like the Fourth of July in the
Estados Unidos.	United States.
Es el Día de la Independencia.	It is Independence Day.

Esta es la bandera mexicana.	This is the Mexican flag.
Es verde, blanca, y colorada.	It is green, white, and red.
Tiene un águila en el color blanco.	It has an eagle in the white color.
El águila está sentada en un nopal.	The eagle is sitting on a cactus.

Vamos a cantar el coro del	Let's sing the chorus of the
Himno Nacional Mexicano:	Mexican National Anthem:

¡Mexicanos! al grito de guerra	Mexicans, to the cry of war
El acero aprestad y el bridón	Grasp the steel and the bridle
Y retiemble en su centro la tierra	And let the center of the earth shake
Al sonoro rugir del cañón.	At the loud roar of the cannon.
Y retiemble en su centro la tierra	And let the center of the earth shake
Al sonoro rugir del cañón.	At the loud roar of the cannon.

El Día de la Raza
(Columbus Day)

Niños, hoy es el doce de octubre.	Children, today is October 12th.
Es el día en que Cristobal	It is the day on which Christopher
Colón descubrió América.	Columbus discovered America.
Vino de España en tres carabelas:	He came from Spain in three vessels:
La Pinta, la Niña, y la Santa	the Pinta, the Niña, and the Santa
María.	Maria.

Vamos a pintar las tres carabelas.	We are going to color the three ships.

EL TIEMPO
(Seasons and Weather)

Up to now the months and seasons have been mentioned casually in Spanish, at the beginning of each month and season; the weather chart has been continued with the marking of the daily weather report. The Spanish teacher has mentioned the type of weather on particular days and has capitalized on unusual weather.

At this time, since the children have learned the seasons and months, a follow-up integrating these with a unit on climatic conditions pertaining to the months of the year is possible. By this time it is permissible for the child to see the written word. Upon seeing the names of the seasons written in four columns the children can follow in the pronunciation. Under headings place as many pictures as possible depicting the particular weather condition for that season. Have the children repeat with you the season and the type of weather. When all this has been drilled, write the names of the months under their corresponding seasons. Now present the pictures for each month whenever possible to depict the weather characteristic of that month, activities of the month, and motifs.

Niños, hoy vamos a estudiar las estaciones del año.	Children, today we are going to study the seasons of the year.
Miren Uds. Voy a escribir los nombres de las estaciones en la pizarra.	Watch. I am going to write the names of the seasons on the board.
Empezaremos con el otoño.	We will begin with autumn.
Digan Uds.: el otoño.	Say: autumn.
En seguida ponemos el invierno.	Next we'll put winter.
Digan Uds.: el invierno.	Say: winter.
Ahora escribimos: la primavera.	Now we'll write: spring.
Digan Uds.: la primavera.	Say: spring.
Ahora, el verano.	Now, summer.
Digan Uds.: el verano.	Say: summer.
Otra vez digan conmigo: el otoño, el invierno, la primavera, y el verano.	Again say with me: autumn, winter, spring, and summer.

Flash pictures depicting various types of weather and have the children tell you under which season they go.

Say: Niños, aquí hay muchas flores.	Children, here are many flowers.
Ask: ¿Cuándo hay flores? En el otoño?	When are there flowers? In the fall?
Digan: No, señor, hay flores en la primavera.	No, Sir, there are flowers in the spring.
Say: En la primavera hay muchas flores.	In the spring there are many flowers.

Place the picture of flowers in the column under the heading, La Primavera (Spring).

Flash a winter scene.

Say:	Niños, aquí vemos mucha nieve.	Children, here we see lots of snow.
Ask:	¿Hay nieve en la primavera?	Is there snow in the spring?
Digan:	No, señor, no hay nieve en la primavera.	No, Sir, there is no snow in the spring.
Ask:	¿Hay nieve en el otoño?	Is there snow in autumn?
Digan:	No, señor, no hay nieve en el otoño.	No, Sir, there is no snow in the autumn.
Ask:	¿Hay nieve en el invierno?	Is there snow in winter?
Digan:	Sí, señor, hay nieve en el invierno.	Yes, Sir, there is snow in winter.
Say:	En el invierno nieva mucho. En el invierno hace frío.	In winter it snows a lot. In winter it is cold.
Ask:	¿Hace frío en la primavera?	Is it cold in spring?
Digan:	No, señor, no hace frío en la primavera.	No, Sir, it is not cold in spring.
Ask:	¿Hace frío en el otoño?	Is it cold in autumn?
Digan:	No, señor, no hace mucho frío en el otoño.	No, Sir, it is not very cold in autumn.
Ask:	¿Hace frío en el verano?	Is it cold in summer?
Digan:	No, señor, no hace frío en el verano.	No, Sir, it isn't cold in summer.
Say:	En el verano hace calor.	In summer it is warm.

Flash a picture of a swimming pool or beach.

Ask:	¿Es éste el invierno?	Is this winter?
Digan:	No, señor, es el verano.	No, Sir, it is summer.

Say:	Aquí vemos la playa (la alberca).	Here we see the beach (the swimming pool).
	Hace mucho calor.	It is warm.
Ask:	¿Es el otoño?	Is it autumn?
Digan:		
	No, señor, es el verano.	No, Sir, it is summer.

Repeat this drill, flashing pictures depicting the seasons and weather conditions.

Say:	En este cuadro vemos a una niña con un paraguas.	In this picture we see a girl with an umbrella.
	Está lloviendo.	It is raining.
Ask:	¿Es en el invierno?	Is it winter?
Digan:		
	No, señor, es en la primavera.	No, Sir, it is in the spring.
	A veces llueve en el invierno, pero siempre nieva.	Sometimes it rains in winter, but it always snows.
	Aquí vemos mucha nieve.	Here we see a lot of snow.
	Está nevando.	It is snowing.
	Es el invierno.	It is winter.
	Aquí hace mucho aire.	Here it is windy.
Ask:	¿Es la primavera?	Is it spring?
Digan:		
	Sí, señor, a veces hace aire en la primavera.	Yes, Sir, sometimes it is windy in the spring.

Now write the months of the year under each corresponding season:

	Niños, hay doce meses en el año.	Children, there are twelve months in the year.
Digan:		
	Los meses del otoño son: septiembre, octubre, noviembre.	The autumn months are: September, October, November.
Digan:		
	Los meses del invierno son: diciembre, enero, febrero.	The winter months are: December, January, February.
Digan:		
	Los meses de la primavera son: marzo, abril, mayo.	The spring months are: March, April, May.
Digan:		
	Los meses del verano son: junio, julio, agosto.	The summer months are: June, July, August.

PRESENTACIONES
(Introductions)

New Words

abre	he, she opens; you open
El gusto es mío.	The pleasure is mine.
Tengo gusto en conocerlo, -la.	I am glad to know you.
toco la puerta	I knock at the door.

PRESENTACIONES
(Introductions)

Yo toco la puerta.	I knock at the door.
Toco la puerta.	I am knocking at the door.
¿Quién toca la puerta?	Who is knocking at the door?
(Your name) toca la puerta.	__________ is knocking at the door.
La hermana abre la puerta.	The sister opens the door.
¡Abra la puerta!	Open the door!
Buenos días, (your name).	Good morning, ______________.
¿Cómo está usted?	How are you?
Pase usted.	Come in.
Papá, éste(a) es (your name).	Daddy, this is __________.
(Your name), éste es mi papá.	_________, this is my daddy.
Tengo mucho gusto en conocerlo,	I am very happy to meet you,
(your name), a sus órdenes.	_________ (at your service).
(Your name), éste es mi hermano.	_________, this is my brother.
Tomás (the brother), éste(a) es	Tom, this is
(your name).	__________.
Tengo mucho gusto en conocerlo(la)	I am very happy to know you,
(your name), a sus órdenes.	__________ (at your service).
El gusto es mío, Tom Smith, a	The pleasure is mine, Tom Smith, (at
sus órdenes.	your service).
(Your name), ésta es mi mamá.	__________, this is my mother.
Mamá, éste(a), es (your name).	Mother, this is __________.
El gusto es mío, señora (your name),	The pleasure is mine, Mrs. _____,
a sus órdenes.	(at your service).

From now on whenever there is a visitor in your Spanish class, be sure that all introductions are made in Spanish. When a new child enters school, have the introductions made in Spanish when he is introduced to you.

EL CIRCO
(The Circus)

New Words

el animal	animal
la banda	band
brincan	they jump
el cacahuate	peanut
el camello	camel
la cebra	zebra
el circo	circus
corto, -a	short
curioso, -a	funny
el desfile	parade
el elefante	elephant
la foca	seal
fuerte	strong
la jaula	cage
el león	lion
el mono	monkey
la música	music
el oso	bear
parece	he, she looks like; you look like
el payaso	clown
el pescuezo	neck (animal's)
saltan	they hop
el tigre	tiger
toca	he, she plays; you play
viene	he, she comes; you come

EL CIRCO
(The Circus)

Instructional Aids: Pictures of a circus, parades, circus animals, cages, clowns, bands, etc.

1. Flash several general circus pictures and say:

	Niños, éste es el circo.	Children, this is the circus.
Ask:	¿Qué es éste?	What is this?
Digan:	Este es el circo.	This is the circus.

2. Flash pictures of a circus parade, and say:

	Este es el desfile.	This is the parade.
Ask:	¿Qué es éste?	What is this?
Digan:	Este es el desfile.	This is the parade.
Say:	¡Qué bonito es el desfile!	What a pretty parade!

3. Point to the various animals in the circus parade and, as each is identified, talk about it and ask questions.

Point to the elephant, and say:

	Aquí está un elefante.	Here is an elephant.
Ask:	¿Qué es éste?	What is this?
Digan:	Este es un elefante.	This is an elephant.
Ask:	¿Es chiquito o grande?	Is it very small or large?
Digan:	El elefante es muy grande.	The elephant is very large.
Ask:	¿De qué color es el elefante?	What color is the elephant?
Digan:	El elefante es gris.	The elephant is gray.
Say:	En el circo hay elefantes. Me gusta el desfile del circo.	In the circus there are elephants. I like the circus parade.

4. Point to the cages, and say:

En el desfile hay algunas jaulas.	In the parade there are some cages.
Estas son las jaulas de los animales.	These are the animal cages.
Ask: ¿Qué son éstas?	What are these?
Digan:	
Estas son las jaulas de los animales.	These are the animal cages.

5. Point to the lion in a cage, and say:

En esta jaula está un león. Este es el león.	In this cage there is a lion. This is the lion.
Ask: ¿Qué es éste?	What is this?
Digan:	
Este es el león.	This is the lion.
En aquella jaula hay una leona con un leoncito.	In that cage there is a lioness with a lion cub.
Ask: ¿Qué hay en aquella jaula?	What is there in that cage?
Digan:	
En aquella jaula hay una leona con un leoncito.	In that cage there is a lioness with a lion cub.
La jaula es fuerte.	The cage is strong.
El león es grande y fuerte.	The lion is large and strong.
La leona come carne.	The lioness eats meat.
El leoncito parece gato.	The lion cub looks like a cat.

6. Point to the tiger in the cage, and say:

En esta jaula hay un tigre. Este es el tigre.	In this cage there is a tiger. This is the tiger.
Ask: ¿Qué es éste?	What is this?
Digan:	
Este es el tigre.	This is the tiger.
Ask: ¿De qué color es el tigre?	What color is the tiger?
Digan:	
El tigre es anaranjado y negro.	The tiger is orange and black.
El león es café y el tigre es anaranjado.	The lion is brown and the tiger is orange.

7. Point to the bears in the cage, and say:

	En esta jaula hay osos. Estos son los osos.	In this cage there are bears. These are the bears.
Ask:	¿Qué son éstos?	What are these?
Digan:	Estos son los osos.	These are the bears.
Ask:	¿De qué color son los osos?	What color are the bears?
Digan:	Los osos son café.	The bears are brown.

8. Point to the bear cub, and say:

	En la jaula hay un osito.	In the cage there is a little bear.
Ask:	¿Qué es éste?	What is this?
Digan:	Este es el osito.	This is the bear cub.
	Los osos juegan en la jaula. El osito juega con la osa.	The bears play in the cage. The bear cub plays with the mother bear.
	Los osos son grandes y fuertes.	The bears are large and strong.
	Estos osos son cafés, pero hay osos blancos, también.	These bears are brown, but there are white bears, too.

9. Point to the monkeys in the cage, and say:

	Estos son los monos.	These are the monkeys.
Ask:	¿Qué son éstos?	What are these?
Digan:	Estos son los monos. Saltan y brincan en la jaula.	These are the monkeys. They hop and jump in the cage.
Ask:	¿Qué hacen los monos?	What do the monkeys do?
Digan:	Los monos saltan y brincan en la jaula.	The monkeys hop and jump in the cage.
	Los monos se sientan y comen cacahuates.	The monkeys sit down and eat peanuts.
	El changuito salta sobre el mono grande.	The little monkey jumps on the large monkey.

10. Point to the seals, and say:

Estas son las focas.	These are seals.
Ask: ¿Qué son éstas?	What are these?
Digan: Estas son las focas.	These are seals.
Ask: ¿Les gusta el agua a las focas?	Do seals like water?
Digan: Sí, señor, a las focas les gusta el agua.	Yes, Sir, seals like water.
Ask: ¿De qué color son las focas?	What color are seals?
Digan: Las focas son negras.	Seals are black.
La foca juega con la pelota. A la foca le gusta el agua.	The seal plays with the ball. The seal likes water.

11. Point to the camels, and say:

El el circo hay camellos. Estos son los camellos.	In the circus there are camels. These are the camels.
Ask: ¿Qué son éstos?	What are these?
Digan: Estos son los camellos.	These are the camels.
Ask: ¿Son grandes o chicos?	Are they large or small?
Digan: Los camellos son grandes. El camello sirve como caballo.	Camels are large. The camel serves as a horse.

12. Point to the zebra, and say:

El el circo hay cebras. Esta es una cebra.	In the circus there are zebras. This is a zebra.
Ask: ¿Qué es ésta?	What is this?
Digan: Esta es una cebra.	This is a zebra.
Le cebra es blanca y negra.	The zebra is white and black.

13. Point to the giraffe, and say:

	Este es un animal muy curioso.	This is a very funny animal.
	Esta es la girafa.	This is the giraffe.
Ask:	¿Qué es ésta?	What is this?
Digan:	Esta es la girafa.	This is the giraffe.
Ask:	Es muy curiosa, ¿verdad?	It is very funny, isn't it?
Digan:	Sí, señor, es muy curiosa.	Yes, Sir, it is very funny.
	Es curiosa porque tiene un pescuezo muy largo, un cuerpo pequeño, y las patas muy cortas.	It is funny because it has a very long neck, a small body, and very short legs.

Point to the neck, the body, and the legs, and repeat:

	La girafa tiene un pescuezo muy largo.	The giraffe has a very long neck.
	Tiene un cuerpo pequeño.	It has a small body.
	Tiene patas cortas.	It has short legs.
Ask:	¿Cómo tiene la girafa el pescuezo?	What is the giraffe's neck like?
Digan:	La girafa tiene el pescuezo muy largo.	The giraffe has a very long neck.
Ask:	¿Cómo tiene la girafa el cuerpo?	What is the giraffe's body like?
Digan:	La girafa tiene el cuerpo pequeño.	The giraffe has a small body.
Ask:	¿Cómo tiene la girafa las patas?	What are the giraffe's legs like?
Digan:	La girafa tiene las patas cortas.	The giraffe has short legs.

14. Flash a picture of clowns, and say:

	En el circo hay muchos payasos.	In the circus there are many clowns.
	Este es un payaso.	This is a clown.
Ask:	¿Quién es éste?	Who is this?
Digan:	Este es un payaso.	This is a clown.
	Miren al payaso, ¡qué curioso!	Look at the clown. How funny!
	Trae la cara pintada de blanco y rojo.	His face is painted white and red.
Ask:	¿Cómo es el payaso?	What is the clown like?
Digan:	El payaso es curioso.	The clown is funny.
Ask:	¿Cómo tiene la cara?	How is his face?
Digan:	Tiene la cara pintada de blanco y rojo.	His face is painted white and red.
	Me gustan los payasos del circo.	I like circus clowns.
	Los payasos son muy curiosos.	Clowns are very funny.

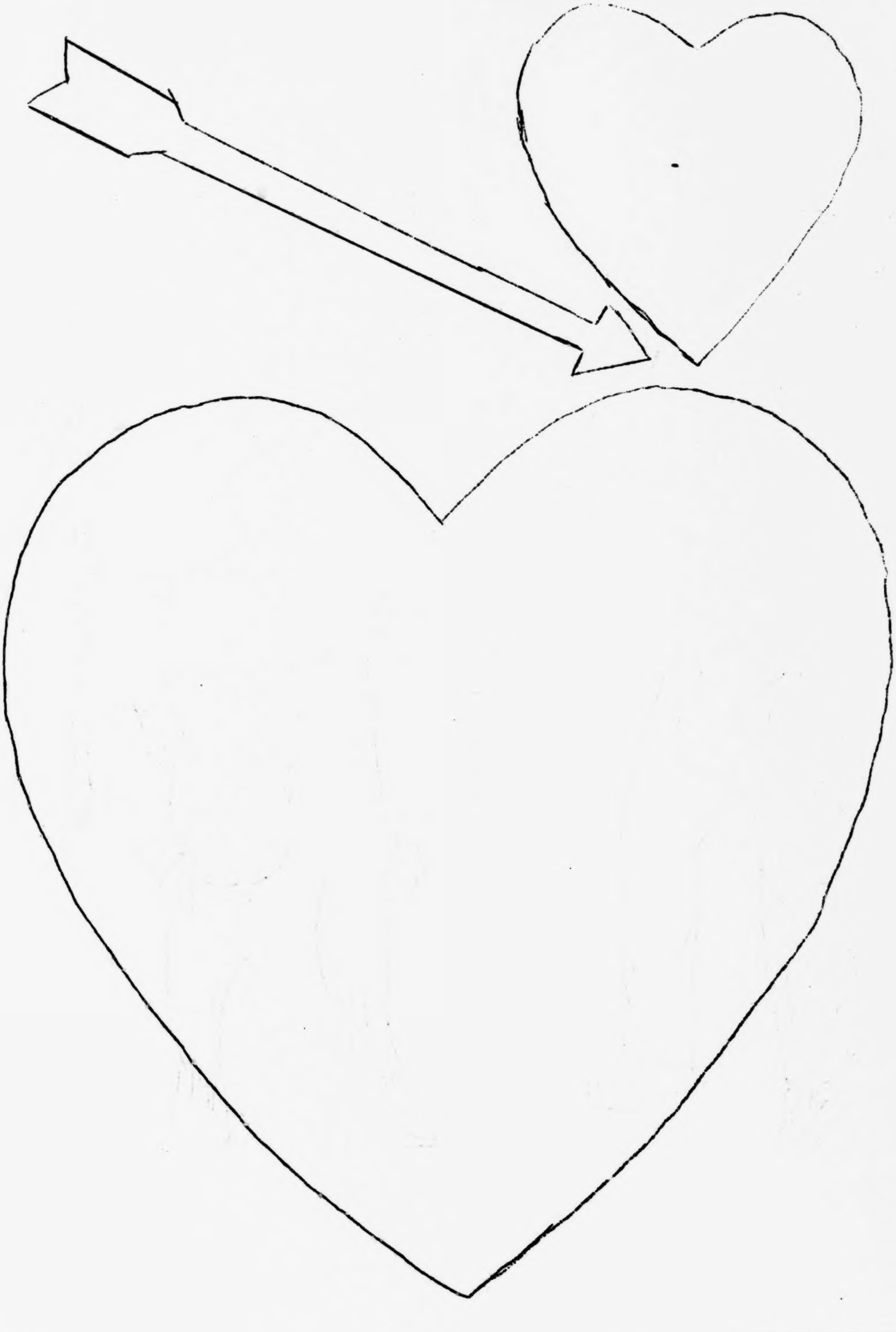
15. Flash a picture of the circus band, and say:

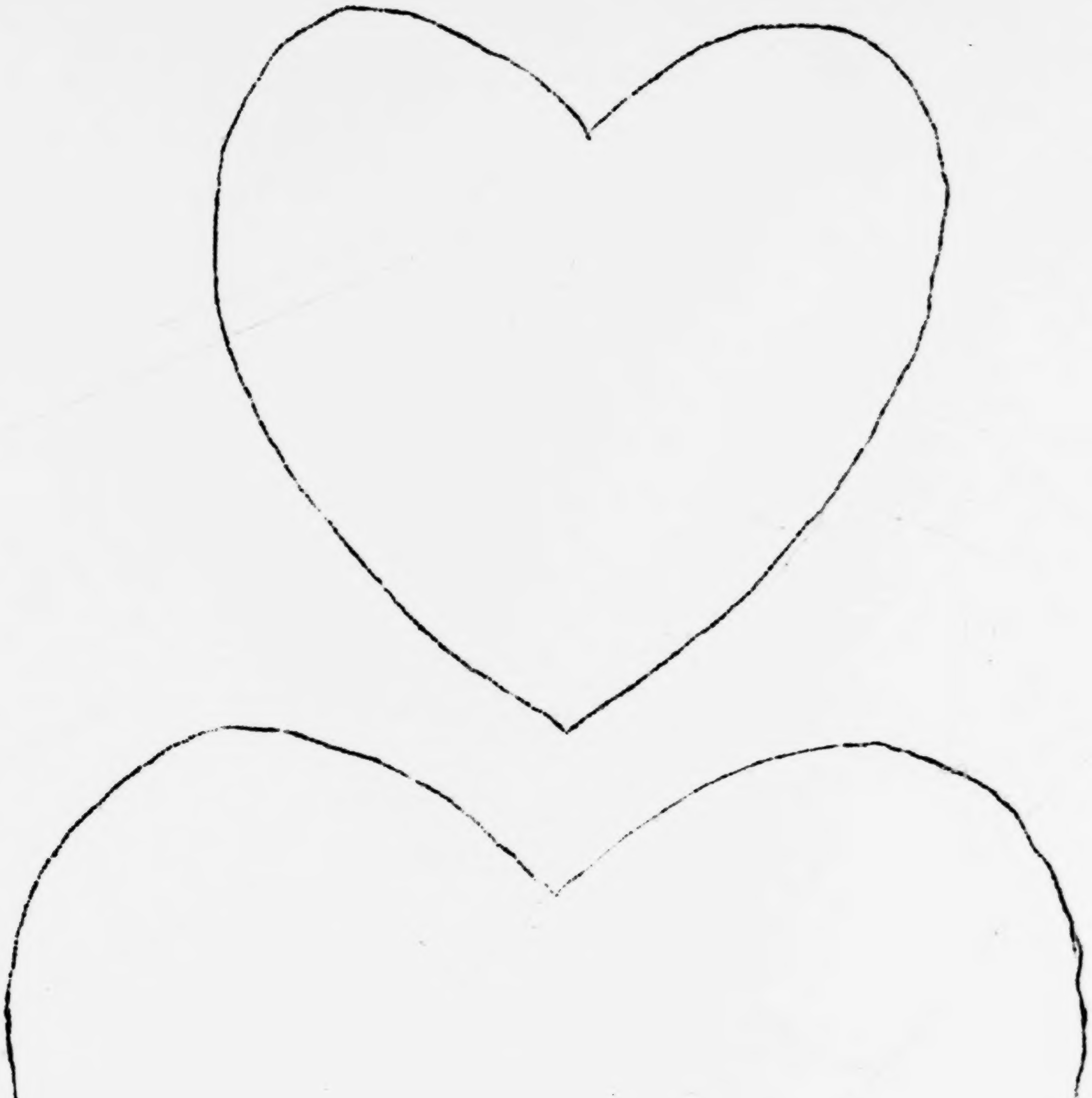
	En el circo hay una banda.	In the circus there is a band.
	Esta es la banda.	This is the band.
Ask:	¿Qué es ésta?	What is this?
Digan:	Esta es la banda.	This is the band.
	La banda toca.	The band plays.
Ask:	¿Qué hace la banda?	What does the band do?
Digan:	La banda toca.	The band plays.
	Me gusta la música del circo.	I like circus music.
	La banda viene primero en el desfile.	The band comes first in the parade.

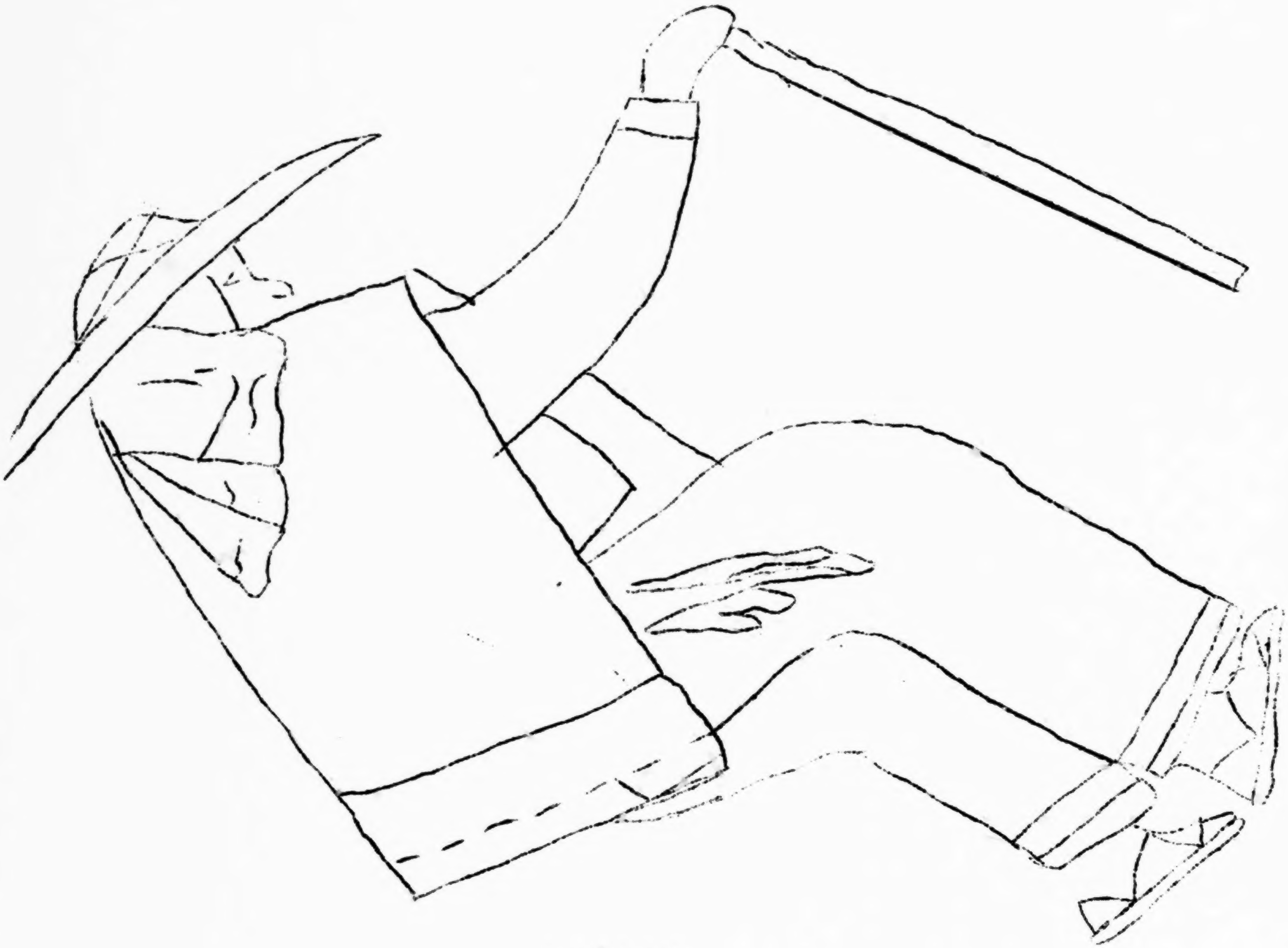
Additional Class Drills

1. Have the children color the circus animals following your instructions in Spanish.

2. Circus Frieze: Have the children cut out the circus animals. Place a large piece of brown wrapping paper on the board for the background. Have various children sketch a circus tent. As you call for the animals, have the children paste them on the paper to form a circus parade.







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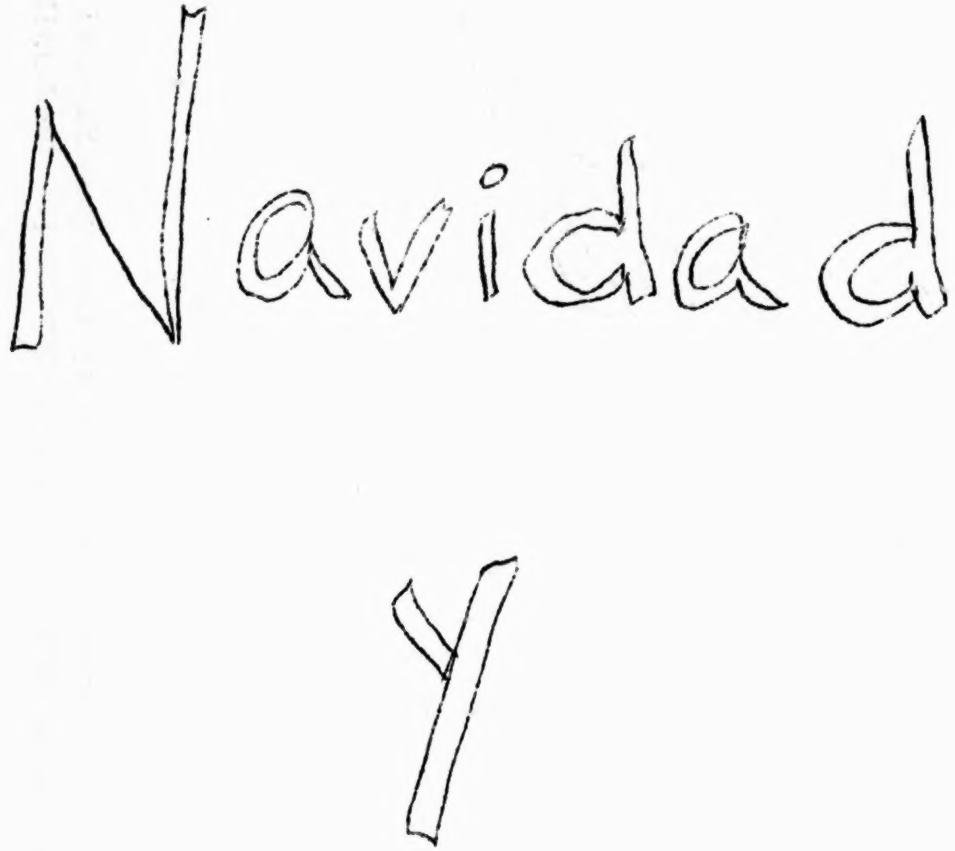

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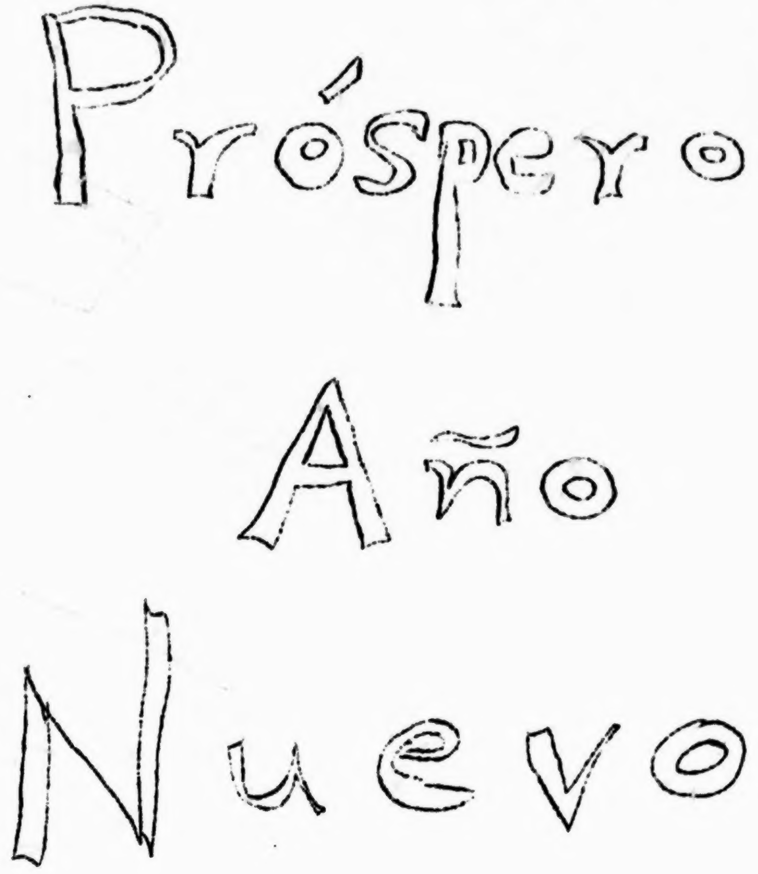
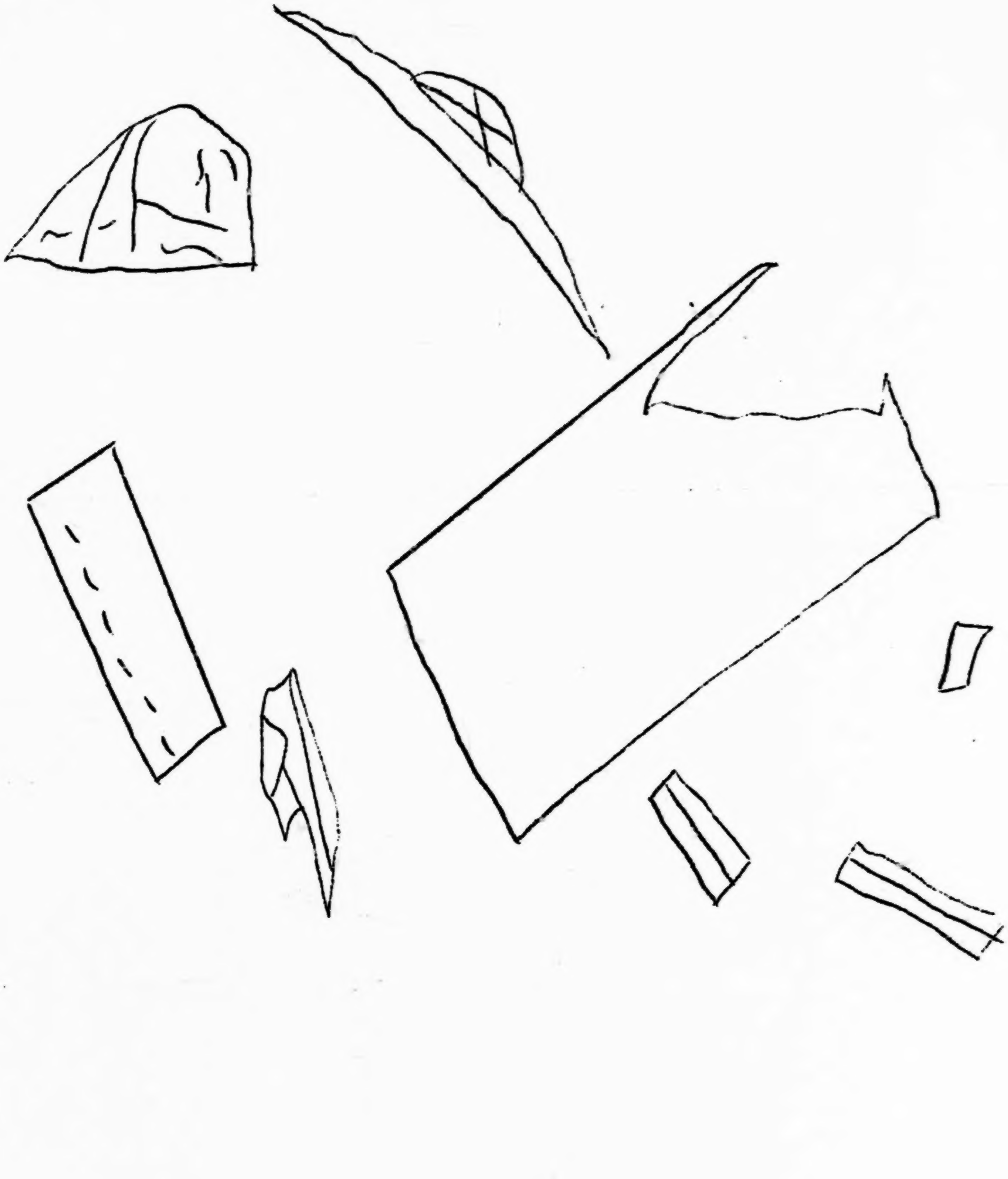


Stencil these on different colors and superimpose them on the figure of the man on page 122 by pasting each part in the proper place.



¿Cuál número corresponde al nombre?
(Which number matches the name?)

a. Las focas (3)

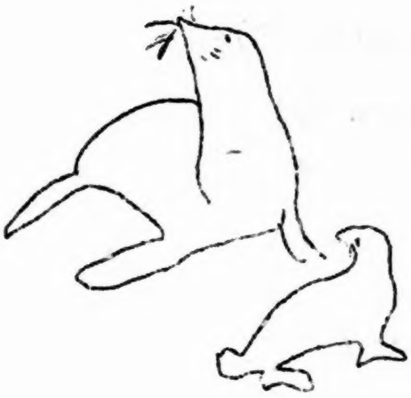
b. El canguro (5)

c. Los camellos (2)

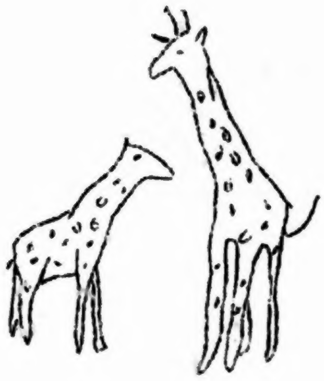
d. Los monos (4)

e. Las girafas (1)

(3)



(1)



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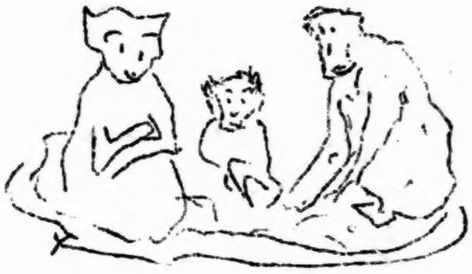

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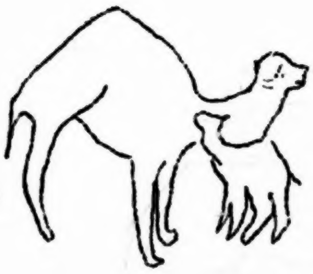

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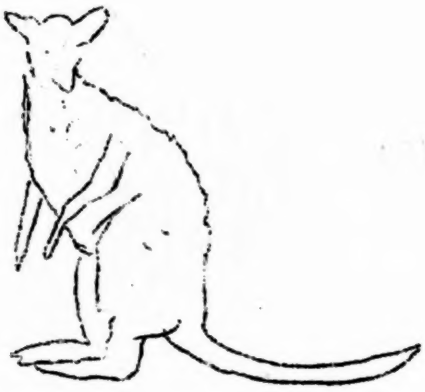


¿Cuál número corresponde al nombre?
(Which number matches the name?)

a. El elefante (4)

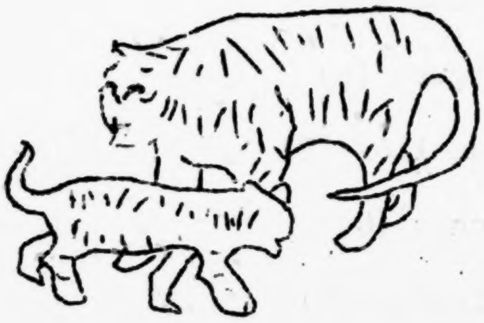
b. Los osos (1)

c. Los leones (5)

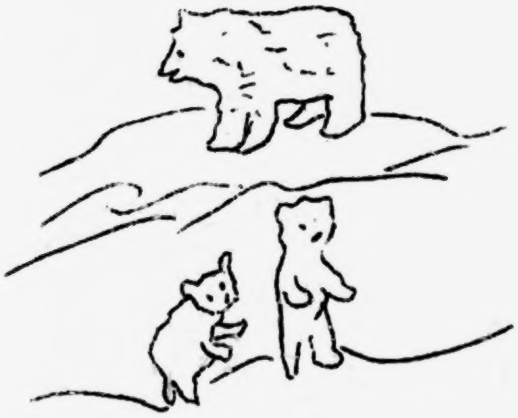
d. Los tigres (3)

e. La cebra (2)

(3)



(1)



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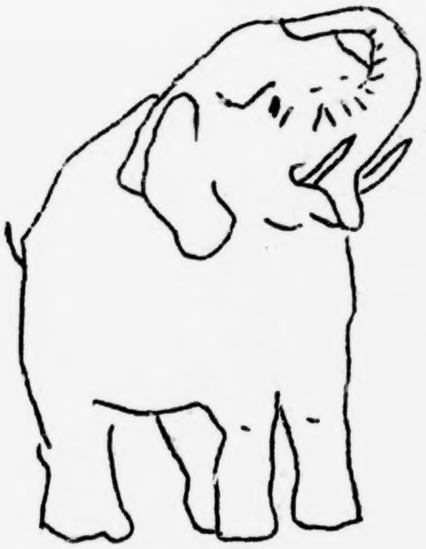

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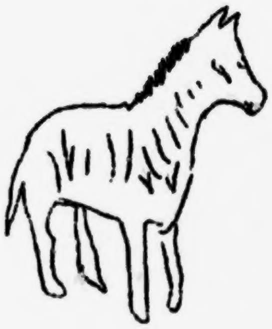

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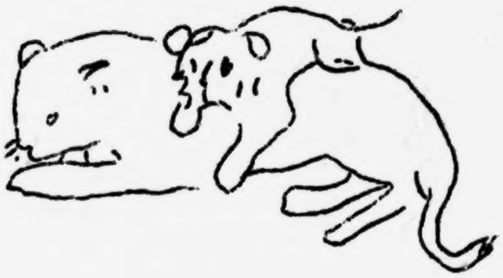

APPENDIX

Songs in manuals for Grades One and Two are adequate for children of fourth grade. The songs are tunes for enriching various units, the level of which may be decided by the individual teacher.

Most of the tunes were given orally by Señor Rivera or prepared by teachers in workshops.

Both melodies and harmonies are scored so that classroom teachers with only a scant knowledge of music might play them for their pupils. One might observe here that no minor keys are used. This is typical in Spanish folk music, which gives these songs a typical Spanish flavor.

1. Noche de paz (Silent Night)

Noche de paz, noche de amor;
Todo duerme alrededor.
Entre los astros que esparcen su luz
Bella anunciando al niñito Jesús
Brilla la estrella de paz,
Brilla la estrella de paz.

Noche de paz, noche de amor;
Todo duerme alrededor.
Sólo velan en la oscuridad
Los pastores que en el campo están,
Y la estrella de Belén,
Y la estrella de Belén.

2. Cascabeles (Jingle Bells)

Cascabeles, cascabeles.
¡Tra-la-la-la-la!
Que alegría todo el día;
¡Tra-la-la-la-la!

Repeat

3. Pueblecito de Belén (Oh, Little Town of Bethlehem)

¡Oh! pueblecito de Belén,
La cuna de Jesús.
Bendito pueblo de Belén,
La cuna de Jesús.

El Rey tan Adorado,
El santo Redentor,
El Rey que vino al mundo
A darnos paz y amor.

4. Venid, fieles todos (Adeste Fideles)

Venid, fieles todos,
A Belén marchemos,
De gozo triunfantes
Y llenos de amor.
Al Rey de los cielos
Todos adoremos:

Coro:
Vengamos, adoremos,
Vengamos, adoremos,
Vengamos, adoremos
A Nuestro Señor.